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ABSTRACT

Designed to help vocational educators, including both teachers and administrators, in secondary and postsecondary institutions to plan, finance, and conduct instructional programs for young farmers and young agribusiness personnel, this manual focuses upon the need and importance of such adult vocational education and provides specific suggestions for recruiting and organizing students, determining the instructional program, teaching the class, following up on the instruction with visits to students, assessing the program's effectiveness, and developing a Young Farmer Educational Association. Appendixes include the results of an inquiry of the returns on the educational investment for the young farmers; points to remember in setting family and business goals; an objective rating list for goals; a sample constitution and bylaws for a state young farmers' association; and a sample constitution and bylaws for a local young farmers' association. (VB)

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PLANNING AND CONDUCTING A PROGRAM OF INSTRUCTION IN VOCATIONAL AGRICULTURE FOR YOUNG FARMERS

Suggestions for Teachers and School Administrators In Developing Educational Programs for Out-of-School young Farmers

United States Department of
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Foreword

This publication is designed to help vocational educators, including teachers and administrators, in secondary and postsecondary institutions, to plan, finance, and conduct instructional programs for young farmers and young agribusiness personnel. The content focuses upon the need and importance of such adult vocational education. It provides specific suggestions for recruiting and organizing the group, determining the instructional program, teaching the class, following up the instruction with visits to students, and assessing the program's effectiveness. Recommendations also are included for developing Young Farmer Educational Associations.

The manuscript for this publication is a revision of the 1956 OE Vocational Division Bulletin 262. The revisions were made by Mr. Les Olsen, Agricultural Education Specialist, Kansas Department of Education, under an Office of Education EPDA special funded project arranged by Byron Rawls and Les Thompson, of the Kansas City Regional OE Office. Mr. Olsen, as Project Director, was assisted by a Task Force Committee, comprised of: Robert L. Hayward, Missouri; Glenn W. Nicklas, Nebraska; Jay McCracken, Colorado; Jack Lawrence, California; Richard L. Hummel, Ohio; C. H. Majeski, Georgia; Odell T. Barduson, Minnesota; Terry R. Fields, Indiana; and, Dan A. Gattis, Texas; as well as Mr. Rawls and Mr. Thompson.

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Chapter I. Recognizing the Need for and the Importance of Young Farmer Educational Programs

Agriculture: A Challenge to Education

AGRICULTURE[1] is one of the Nation's largest and most important industries. Farmers produce the food and most of the fiber required for our constantly expanding population. Many of the basic raw materials used in manufacturing come from the farm. In view of the projected increase in population and new uses for agricultural products, their importance will accelerate in the years ahead. Meeting these needs efficiently and economically will have a great impact nationally upon the consumer, and internationally upon alleviating world hunger, maintaining a favorable balance of trade, and promoting world peace.

Secondary and postsecondary schools have a responsibility for providing educational opportunities for present and prospective farmers. For most young people who want to farm, the secondary school which has a vocational agriculture department is the most readily available source of systematic instruction in vocational agriculture. The school that offers such training is, in effect, investing in its own future, since the community which supports the school is dependent upon a prosperous agriculture.

The Smith-Hughes Act of 1917 established a program that provided Federal funds on a matching basis to the States for the purpose of promoting vocational education of less than college grade in the public schools. Subsequent vocational acts have provided additional emphasis for vocational education for postsecondary and adult students.

Great advances in the science and technology of farming have been made subsequent to the enactment of this legislation. More progress has been made during this period than in all previously recorded history. Farming has become a very complex business requiring the use of science, technical knowledge, economic information, mechanics, engineering and competent management.[2]

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[1] For the purposes of this handbook, "Agriculture" includes farming, farmers, ranching, ranchers, agribusiness, agribusinessmen and all other production and agriculturally related occupations.

[2] Agribusiness requires a thorough knowledge of farming in addition to a highly technical and complex body of business related knowledge and ability.

It is recognized that courses for secondary[3] school students alone are not adequate to meet the needs of all persons who are preparing for or who have become engaged in the work of the farm or farm related occupations. Therefore, as provided in vocational legislation, special classes should be provided for out-of-school young farmers and for adult farmers, in addition to courses for high school youth. Today, the complexities of modern farming require that more time be given to instruction for out-of-school groups. Young farmers, particularly, need and want the training that should be provided through the local secondary school department of vocational agriculture and postsecondary institutions.[4]

Characteristics of Young Farmers

Their status—The young farmers referred to in this publication are individuals who are out of school who want to become established in or become successfully employed in agriculture. They are not a clearly defined group. They may be single or married. Some reside with their parents while others have homes of their own. They may have varied amounts of formal education. The status in farming may vary widely. They may be living at home with their parents and involved in the family operation. Others may be employees, renters, partners, managers or they may have a family and are involved in becoming established as owner-operators. Others may include those pursuing establishment in farm related agribusinesses.

Young farmers have a wide range of needs for capital and credit to finance an adequate economical unit. Some, through supervised occupational experience programs in secondary school vocational agriculture, have accumulated some livestock, machinery, and working capital. Others may have acquired needed resources through inheritance or gifts.

Young farmers enjoy discussing mutual problems with other young farmers. They enjoy social and recreational activities. They appreciate opportunities for leadership and service to their communities. Many are members of farm organizations and have church and other community responsibilities.

Currently, a majority of young farmers do not have an opportunity to participate in a systematic program of education and training in agriculture. To increase their abilities in farming they depend upon newspapers, farm magazines, farm radio and television programs, agricultural meetings of various kinds, and government publications. All of these media provide valuable information, particularly that

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[3] For the purposes of this handbook educational levels are defined as follows:
Secondary: Those enrolled in high school vocational agriculture programs, generally grades 9–12.
Postsecondary: Those who have completed or left high school and are enrolled as a full-time student in an agricultural program.
Young Farmer: Those engaged in becoming established in agriculture and who are usually employed full time with supplemental educational needs.
Adult Farmer: Those who usually have a relatively high degree of establishment in agriculture and who have supplemental agricultural education needs.

[4] The philosophy of the young farmer program is that it serves the needs of people in agriculture from secondary, to postsecondary, to young farmer programs and then transition to adult farmer education programs. These programs involve individual, family and farm related goal setting and a process for achieving those goals.

which stimulates in farmers the desire to adopt improved practices. Generally, such information lacks sufficient detail to enable the young farmer to apply it to his specific needs. Systematic instruction in vocational agriculture, including individual on-site supervision and instruction, is a proven method by which young farmers can obtain the knowledge they need to advance in farming.

Their Importance—Well-informed, efficient, and progressive young farmers are extremely important to the Nation's welfare. Many are needed each year as replacements for farmers who retire or die. Those involved in agriculture need continuous updating to keep abreast with the changing technology and marketing and management practices. It is important that they become economically successful. All young farmers should have access to agricultural instruction during their period of establishment, when they need it most. No amount of education before or after that period can compensate for the great need at that critical time.

Their Problems—When young farmers leave or graduate from secondary school or postsecondary schools their needs and problems have multiplied. Those who are considering farming as an occupation will have to analyze and re-examine their interest, intentions to farm and opportunities to become established as farmers. Deciding to make farming an occupation requires much thought on the part of prospective farmers. The teacher of vocational agriculture should be prepared to help them make the right decision.

Finding a desirable farming situation, working out an equitable partnership agreement, renting land, or buying a farm are challenging problems that young farmers must solve. Even those fortunate enough to start with a farm, a minimum of machinery, livestock, and equipment, and a will to succeed face many difficult problems and choices. Some of the managerial problems confronting young farmers have been identified as follows:

1. How to divide income between family living needs and expansion of the farm business.
2. How far to go in limiting the immediate standard of living in order to pay off debts faster or to purchase essential machinery, livestock and other necessities.
3. How much credit is needed and how rapidly debts should be paid off.
4. With new practices and new methods developing from the State Experiment Stations, U.S. Department of Agriculture and other sources which ones should be applied immediately and which ones should await further testing.
5. How to increase volume of production and income: Intensify operations, rent another farm or additional land, buy a farm, or obtain income from off-farm work.
6. Should used machinery with larger repair costs and more breakdowns be secured, or should credit be stretched to buy new machinery, or should one hire a custom operator.
7. How to transfer property in the individual family.

Decisions on problems similar to the above have always confronted farm families. In this period of rapidly changing farm technology and heavier capitaliza-

tion of agriculture, penalties for wrong decisions today are especially costly. Information, guidance, and counsel on such problems are much more important to beginning farmers than is instruction on improving farm practices and skills, even though these also are important.

As young farmers progress toward successful establishment in farming, they will recognize the need for instruction in: Developing partnership agreements in farming, setting up a family corporation, renting farm land, locating available finances, producing farm products efficiently, selecting and maintaining farm equipment, marketing farm products, keeping and analyzing records, developing individual, family, home and farm plans, planning land use and conservation programs, interpreting government programs, interpreting and executing legal papers, making tax returns and Social Security payments, and participating in farm and community organizations. Further education and training will develop the ability of young farmers to better solve many of their perplexing problems in these areas.

For young farmers, education must be a continuous process. It must be the type of education which gives them immediate help with their current problems. It should include the techniques of stimulating, encouraging, supplying information, examining alternatives, demonstrating, participating, and exchanging ideas. It should emphasize the development of initiative and self-reliance. It should include both group and individual instruction. The instruction should be given on the farm as well as in the school.

School administrators and boards of edcation should make school facilities such as classrooms shops, laboratories, libraries, school buses and recreational facilities available to young farmer groups. Most important of all, they should recognize the need and accept the responsibility for providing agricultural instruction for young farmers.

Chapter II. Developing a Young Farmer Education Program

Programs of agricultural education for young farmers should be a part of the total school program. Providing young farmer instruction is an opportunity for the school to extend its service to the community. No amount of personal service, technical assistance, occasional consultations, or printed materials will replace the need for systematic group instruction and individual on-site instruction by local teachers of vocational agriculture.

The primary purpose of a planned program of continuing education in vocational agriculture is "to train present and prospective individuals for proficiency in agriculture."

In the case of the young farmers, this is done by organizing and operating a well-planned and thorough program of instruction designed to meet their needs.

Understanding the Vocational Agriculture Program

A complete local program in vocational agriculture includes training in agricultural occupations for secondary school students, for out-of-school young farmers and for adult farmers. Instructional offerings for any one of these groups should also take into consideration recognized educational needs for the other groups.

Where vocational agriculture is limited to the secondary group, it is not reaching the young adults who have significant and immediate problems in becoming established or advancing in agricultural occupations.

It is important that all persons concerned with the development of the program of vocational agriculture understand its basic purpose. Also, they need to recognize that the objectives of the program relating to establishment and proficiency in agriculture are not attainable without working with out-of-school young farmers.

Job competency comes from a combination of on-the-job experience and organized courses offered by schools, employers and professional associations. Program planning requires the analysis of people and their occupational needs. Individuals need continuing education in preparation for a new occupation, to increase performance in the present job, for advancement, or as retraining and job shifts necessitate.

Needs may be classified by job level into employee, supervising, and management. Changing young farmer roles dictate a genuine consideration of both a problem solving and job needs approach to a sound and viable educational plan.

Objectives of Young Farmer Education

1. Develop competent, aggressive agricultural leadership.
2. Strengthen confidence of young people in themselves and their work.

3. Encourage intelligent choices of agricultural enterprises.
4. Establish strong individual, family and farm business goals.
5. Improve the home and living conditions.
6. Participate in cooperatives efforts.
7. Provide organized agricultural recreational activities.
8. Provide a basis for solid decisionmaking in business management.
9. Encourage establishment in agriculture.

Understanding the Young Farmer Program

What It Is--The young farmer program is a program of organized, systematic instruction in agriculture aimed specifically at helping young men and women recognize and solve their problems in becoming established successfully in the community. In general the idea is to accept the young farmers at their present farming status and to help them advance to the highest efficiency and status in agriculture which he or she is capable of achieving.

How It Is Administered—The local young farmer program is administered and operated by the local board of education. It is this board that employs the teachers and provides the instructional program the same as for other phases of the public secondary, adult and postsecondary education in the community.

How It Operates—The young farmer program includes group instruction, planned in cooperation with the members, but given by or under the direction of a teacher of vocational agriculture. Usually the program will operate by the following methods:

1. Full or prorated time teacher has been employed by some communities who devote their full or prorated time to the young farmer program. The number of young farmers served by the instructor varies with the amount of time devoted to the program. A minimum of one visit per month is made to each enrolled young farmer by the instructor.
2. Regular employed instructor. The instructor is employed by the local school district and conducts a secondary vocational agriculture program and conducts a young farmer program in addition. Due to the enrollment in the secondary and young farmer program little on-site instruction is given to young farmers.

Regardless of how the program operates the length of the instructional program will vary depending upon the ages of the individual young farmers enrolled and the degree of their establishment in agriculture. New members should be enrolled as those who have been enrolled in the program become well established in agriculture. A system of progression for allowing new enrollees should be followed. This is especially advisable in order to allow for new enrollees each year and to make sure that the instruction is constantly geared to the problems of those establishing a career in agriculture.

Young Farmer members receive many beneficial management tips from each other during chapter meetings.

Understanding How Young Farmer Programs are Initiated

Instructional programs in agriculture for young farmers should be initiated when the teachers and school administrators responsible for them clearly understand the need, the opportunity for education service, and the processes in developing them. The young farmer program is an integral part of vocational agriculture and public education program. This program offers the very best opportunity for accomplishing the objectives of vocational agriculture.

An effective training delivery system for out-of-school agriculture personnel reaps important and beneficial returns that can only enhance the rewarding work done with secondary school students. The acceptance of this basic philosophy of vocational agriculture by teachers and administrators usually must precede the beginning of a program for young farmers in any local community.

The School Administrator's Role—The local administrator and the board of education has an important role in the young farmer program. They make the decision as to whether there will be a program in the school. Consequently, they must have an understanding of the program, recognize the needs and problems of young farmers, and understand the state policies and funding before they will accept the program as an important function of the school and the work of teachers of vocational agriculture. To maintain a broad understanding of the program the administrator may want to take advantage of opportunities to visit successful programs in other schools and to participate in conferences and other meetings dealing with important aspects of the young farmer program. The

administration should also discuss the young farmer program with the state vocational agriculture supervisor, as well as with the teacher, the vocational agriculture advisory council, and prospective young farmer enrollees.

The school administrator should explain the young farmer program to the faculty. He should see that work with young farmers is specifically included in the vocational agriculture teacher's job, and especially, that this work is recognized by an allocation of time for it in the teacher's schedule. After the local young farmer groups are organized, the school administrator should visit classes periodically and offer suggestions for the improvement of the program.

The Teacher's Role—The teacher of vocational agriculture should take the initiative in establishing a program for young farmers. He must believe in it, want to conduct it, and be convinced of the need and opportunities for educational service. The instructor must be enthusiastic and a good leader in conducting a young farmer program. Although the work can be very challenging, the young farmer program is very rewarding. If the teacher is not experienced or sufficiently acquainted with the methods and procedures of working with such groups, he or she may want to secure additional training or visit other instructors having successful young farmer programs and become proficient in this phase of vocational education in agriculture.

It is the teacher's responsibility to inform his school administrator of his desire to develop a young farmer program as part of the school's program in vocational agriculture. The instructor may arrange for the administrator to visit successful programs in nearby schools and, if possible, to attend professional conferences and workshops to study the young farmer program. The teacher should provide the school administrator with complete information regarding the number of young farmers available for and wanting instruction. The teacher may arrange for the school administrator to visit the home of several of the potential members. The teacher will need to assume responsibility for developing the classroom and on-farm instructional program. The administration, board of education and teacher may want to meet jointly to clarify the program and to develop a plan for implementing a young farmer program.

Implementing the Program

When the advisory council, school administration and the teacher have agreed to a program of education for work with young farmers, a plan should be developed to implemeent the instructional program as a part of the local school program. Frequently, the plan consists in affixing signatures to a standard application form or memorandum provided by the state office which affirms that a young farmer program is underway ard describes certain minimum requirements. Such plans are submitted annually to the board of education for approval and a copy is then filed with the State supervisor of vocational agriculture.

A written plan of operation for the young farmer program, locally developed by school personnel, is recommended to insure administrative approval and continuity to a young farmer program. Such a plan usually is developed by the teacher of vocational agriculture and the school administrators with assistance from the vocational agriculture advisory council or a consulting committee. Consultation

with a member of the State Vocational Agriculture Supervisory staff will assure that the local plan conforms with standards specified in the State Plan for Agricultural Education.

The local plan will serve as a guide in the operation of the young farmer program of vocational agriculture. It includes specific recommendations for the operation of all aspects of the program. Some of the important items to be specified in relation to the young farmer program include the amount of teacher time to be allotted to young farmers, the number of meetings the teacher is expected to conduct, the number of hours of classroom and on-site instruction, the minimum enrollment, the specific time and place for the meetings and instructional program.

Once a comprehensive plan is completed and has been approved by the local school administration, it may serve for many years with only minor changes and amendments to meet changing conditions. A better understanding of the vocational agriculture program will be effected in the community if copies of the plan are made available to other teachers in the school, to members of the board of education, and to members of the vocational agriculture advisory council. A written plan as outlined above should help assure continuity of the program and should be of value when there are changes in administrators and teachers of vocational agriculture in the local school.

Once the need and importance of young farmer programs are recognized and the responsibility for them is accepted, solutions can be found to solve the problems that frequently appear to prevent the success of a program. The major difficulties and a few suggestions for overcoming them are:

Finding Time—Probably most young farmer programs are started as a result of the teacher's devoting extra time to them. When programs are once initiated and are successful, the school administrators usually will take the necessary steps to relieve the teacher of some of his day school duties. In order to find time to serve young farmers the teacher will need to evaluate his current activities and responsibilities and to eliminate the less essential ones.

If the teacher already is overloaded with a large number of students in his high school classes, or has other school assignments, several adjustments may be made to permit work with young farmers. Either he must be given assistance or his day-school load must be reduced. One practice in reducing his load is to give more careful guidance to day-school students who may wish to enroll in vocational agriculture, enrolling only those who have opportunities in agriculture, who need the instruction, and who can profit from it. Another practice is to combine the high school vocational agriculture classes into two or three classes and allow the teacher the extra time for young farmer work. This may be done by combining the agricultural students from two grades into one class. Also there may be other practices, more suitable to local conditions, which will provide more time for the teacher to work with young farmers.

Scheduling Classes—Scheduling high school vocational agriculture classes so that specific time is available to the teacher of young farmer programs is a desirable way for a school to make provision for young farmer programs. The amount of school time provided for this work will depend upon the size of the high school vocational agriculture enrollment, the number and length of high

school agricultural classes, the number of teachers of vocational agriculture, and the number of young farmers to be served. Obviously, the school that has more than one teacher of vocational agriculture will find it easier to schedule more time for the young farmer program.

The usual practice in a school having the equivalent of six one-hour periods daily is to schedule the teacher for work with young farmers during the last two hours of the school day. Some schools release the teacher a full half-day for work with young and adult farmers with approximately four periods a day devoted to all-day classes in vocational agriculture.

Financing the Program—Funds available as reimbursement for vocational agriculture should be used to train prospective farmers. Reimbursement procedures followed in some States have emphasized primarily the in-school program. Such practices should be evaluated to determine whether they should be modified in order to promote and further develop young farmer programs. Some States have secured substantial State appropriations for doing so.

Some teachers of vocational agriculture are paid an annual salary and employed to devote time to both in-school and out-of-school groups. In this way a share of funds from all sources, including Federal, State, and local funds, is used in programs for high school students, young farmers and/or adult farmers. When a single salary schedule is followed it is only fair that time be provided during the day for the teacher to work with young and adult farmers. In a few States, teachers who conduct young farmer programs in addition to a full load of high school classes are paid additional salary. Such a salary is paid on the basis of the number of meetings, the number of hours of individual on-site instruction, the number of hours of group instruction, and the number of supervisory visits to young farmers in a 12-month period. Since the policies regarding the method of paying teachers for young farmer classes vary from State to State, it is suggested that the vocational agriculture supervisor of the State be consulted.

Providing Additional Teachers—In schools where the all-day enrollment in vocational agriculture is large, it may be necessary for the school administrator to employ a teacher to work with young farmers. The teacher may be employed full or prorated time. Such a teacher must meet the State certification requirements to conduct a young farmer program. When additional vocational agriculture teachers are employed there should be a specific understanding of their relationship to the school and a clearly understood division of responsibilities among them.

Chapter III. Starting a Young Farmer Program

Getting started is often the biggest job in any undertaking. To insure the greatest possible success with the young farmer program it is important that it be started "right." The suggestions included in this chapter are designed to help teachers of vocational agriculture make a satisfactory beginning in this program.

Initiating the Program

Work with young farmers may start at any time. Much of the recruitment and preliminary work is done by the teacher when visiting high school students, especially during the summer months. Key young farmers who indicate enthusiasm for establishing a program also may supplement the work of the teacher. Usually initial meetings of young farmer groups are scheduled in the late summer or early fall but a teacher also may successfully start a program during the winter, spring, or summer. Most important, however, is to recognize and follow the logical steps normally culminating in the first session of a beginning group. They are:

Obtaining assistance

Establishing criteria for enrollment

Locating prospective members

Interesting prospective members

Arranging the first meeting

These items are discussed separately in the following paragraphs.

Obtaining Assistance

Promoting and developing an educational program for young farmers will involve many people. The teacher should not attempt to do it alone even if there is time available. Every community has a number of persons and groups eager to share the responsibility for helping develop a young farmer program. Division of responsibility will lessen the teacher's work, broaden his/her acquaintance, and increase his/her usefulness. Also, it will familiarize the participants with the purposes of the program and give them valuable experiences. The following are some of the persons and groups who can help:

Advisory Council. If the school has an advisory council or a consulting committee for vocational agriculture comprised of successful farmers and representatives of other farm business interests in the area, their services should be obtained in stimulating and developing the young farmer program. Request the council to suggest names of prospective members and to help interest them in attending meetings. The council may point out major problems facing young

farmers in the community and offer constructive suggestions for solving them. The council members may also supply other community needs and resources. They should occasionally attend meetings of the young farmer group, help publicize the program, assist in obtaining qualified consultants for the sessions when needed, and give general support and encouragement to the teachers and to the young farmers enrolled.

Young Farmer Committee—Most successful teachers of young farmers claim that young farmers themselves are the key to recruiting members, maintaining attendance, making surveys, formulating objectives, building programs of instruction, giving demonstrations, and performing other essential work for the group. The young farmers will assume a share of the responsibility for the program and thus conserve much of the teacher's time and energy needed to conduct the instruction. Besides giving young farmers an opportunity to participate in developing the program, it is democratic and provides good training experiences for them.

Usually it is best to form a temporary young farmer committee with the understanding that a permanent one may be selected after the program is underway. The teacher, with the advice of school authorities and the advisory council, should select from three to seven capable young farmers from different neighborhoods in the school area. Naturally, they should be interested in further education. Where the department of vocational agriculture is already well established, this key group may consist largely of former vocational agriculture students.

Committee meetings may be held at the school, at the teacher's or a member's home or wherever the members might feel free and at ease to discuss the young farmer program. The teacher should immediately make known that he/she is not going to do all the talking—that the members themselves will share the leadership and discussion. They will decide what is to be done, who is to do it, and when it is to be done. Members should understand that the teacher will advise, guide, help, teach, and see that quality education is achieved. Holding to this democratic philosophy will almost certainly develop cordial relationships between teacher and young farmers and result in a successful program.

At its initial meeting the committee may select a temporary chairman and a temporary secretary or it may prefer to conduct its business informally. Previously, the teacher should have proposed an agenda for the first meeting. Also, he should help plan any future meetings necessary to organize the program and to conduct the first group meeting. The permanent committee to be elected, may include the regular officers and other elective group representatives. A common practice is for members to serve staggered lengths of term, thus giving continuity to the program.

FFA Members—Vocational agriculture students-FFA members can help promote the young farmer program. They can publicize it, provide names of prospective members, encourage attendance, and maintain a card index of all young farmers in the school area who are eligible. This might be an appropriate community service activity for the chapter. Future Farmers can get information about young farmers, the agricultural situation in the community, and other data and help to tabulate it. FFA officers can schedule young farmers to participate in chapter meetings and encourage senior boys to enroll in the young farmer program before high school graduation.

Other Leaders—There are many other leaders in the community, not officially associated with the school or serving as members of the advisory council, who may assist with the young farmer program. These persons include professional agricultural workers, farm organization leaders, home economists, businessmen, garden club members, bankers, lawyers, directors or managers of cooperatives, newspaper editors, and others. The teacher, and/or representatives of the young farmer council, should discuss the young farmer program and purposes with them. The discussion may be held individually or collectively with the group. Teachers who have followed this practice have been well pleased with the results. Naturally, school administrators and representatives of the advisory council should be invited to participate in any group meetings held with the leaders of such groups.

Establishing Criteria for Enrollment

Criteria for determining eligibility for enrollment in young farmer programs ordinarily are established by the teacher in consultation with the advisory council, the young farmer council, and the local school administrators. The following qualifications seem to be generally acceptable.

Vocational objective—The members' chief vocational objective should be establishment in farming or in an agribusiness occupation associated with farming.

Interest—Young farmers who enroll should have sufficient interest to assure regular attendance. Frequently, the members set their own attendance goals for the group meetings and assist in maintaining desirable attendance.

Age—The members usually should be between 16 and 35 years of age at the time of their enrollment. The individual status as a beginning farmer or one with a keen desire to learn and keep abreast with technology management and other agricultural development maybe a more realistic criteria for membership.

Education—The amount of formal education should not be a factor for membership in young farmer classes.

Marital status—Both single and married young men and women are eligible for membership since both face the problems of getting established in farming.

Locating Prospective Members

It is important that a complete list be compiled of all young farmers and agribusinessmen between the ages of 16 and 35, residing on farms in the school area. If a complete list is not feasible, however, then a partial one is advisable. This information is invaluable to the teacher and school administrator in justifying the need for instruction. Help in making the survey and keeping it up-to-date may be secured from the young farmer council, local farm organizations, civic clubs, the FFA chapter, and other interested groups. A separate card should be used in recording information about each prospect. The information secured should include items such as the young farmer's name, address, telephone number, approximate age, schooling, size of farm, farming status, marital status, and

military status. Such information must be kept confidential and available only to the school personnel and the individual in compliance with recent legislation. The information should be obtained through personal contact. A pin map of the area showing the location of each young farmer will be helpful in arranging on-site visits and planning group instruction.

Interesting Prospective Members

Locating young farmers is only a beginning. Selecting, interesting, and enrolling them in the program are subsequent steps. Undoubtedly the locating process will arouse considerable interest in the program, especially in communities where a large number of young farmers have been interviewed. The teacher should be mindful of the fact that the young farmer program is primarily one of education, involving individual instruction in addition to group meetings. This should be explained to the prospective student. It may be necessary for the teacher with the help of the young farmer advisory council to screen the prospects carefully and enroll only those who are especially interested and can profit most from the instruction. Usually, it is best to start with a small group, that is especially interested in the program, and then gradually build the enrollment as interest in the program become well established.

Making Personal Contact—There is no substitute for personal contact by the teacher of vocational agriculture as a means of selecting and interesting young farmers in the program. Letters, postcards, and telephone calls may aid in a small way, particularly as a follow-up measure, but meeting and talking with the young farmer, his wife, and parents on the farm is a "must." Such visits afford the teacher an opportunity not only to get acquainted, but also to explain the young farmer program, to discover the prospective members' problems, and to obtain much preliminary information needed in planning an effective instructional program.

Naturally, the important contacts are those made by a teacher. However, members of the young farmer council and other interested persons also may visit or contact prospective members and discuss the young farmer program with them. The contacts may be made before or after the teacher's initial visit. Discussion of the program by outside persons sometimes paves the way for the instructor and stimulates many young farmers to enroll. After the program is once organized and is operating the members themselves should assume a share of the responsibility for interesting and recruiting new members and in maintaining attendance at meetings.

Enrolling a New Member—When a young farmer has expressed a sincere interest and a desire to participate in the program, he/she should be enrolled officially. First they should understand the program— its aims, purposes, and methods of operation. They may wish to attend one or two meetings before affiliating. A good idea usually is to have the prospect fill out a formal application blank. This application should give them a sense of an official association with the school and the program of vocational agriculture. File the completed application with the high school principal and keep a confidential record of it in the vocational agriculture department.

After enrolling, the new member receives a pocket calendar listing the Young Farmer meeting dates and topics.

Successful young farmer programs usually begin with 10 to 15 members in a class. The maximum enrollment, however, will vary depending upon the number of young people in the community who desire to become established in farming and related agribusiness and the facilities and personnel required to serve them. All young farmers who desire and need the instruction should have an opportunity to enroll and if necessary the school should employ additional teachers to serve them.

It is important to remember that all young farmers who need and can profit from the program should be served. In situations where the enrollment must be limited, preference may be given to the young farmers who are in greatest need of the instructional program, to those who are returning from military service, or to those under 35 years of age.

Accumulating Pertinent Data—During the enrollment process and during visits to the prospective member's farm, the teacher will have made many observations and assess each young farmer's needs which will be helpful in numerous ways. This information may include facts about the member's farm, farming operations, farming practices, problems, needs, and aspirations. The information when obtained should be recorded on during or immediately following each visit. In the

event the information was not recorded as the initial contacts were made, it should, if possible, be obtained in advance of the first meeting which the young farmer attends.

Arranging the First Meeting

The teacher of vocational agriculture and the temporary young farmer council should develop agenda and program plans to be presented and discussed at the first meeting of the young farmer group. Obviously, the teacher and the council will have to confer several times before the first meeting. The teacher should review with the council some of the important findings of the young farmer surveys as well as other data that identify the group's major problems and needs most likely they will reflect the need to focus the instruction on management. They should then discuss possible program objectives and likely program topics. The first meeting should devote sufficient time to discussing the objectives and content of the program of instruction in order to arouse the entire group's interest and enthusiasm. This will be evidence to the group that the program is being designed to help them meet their needs.

Usually at the first meeting there is not enough time for a period of instruction. If so, instruction should begin at the second meeting. Regardless of whether instruction actually begins at the first or the second meeting, a managerial problem of general and immediate interest and importance should be selected to initiate this phase of the work. If possible, the problem might be one that could be completed only in a series of two or three sessions which will require a follow up by the teacher to illustrate how the group instruction is applied to the individual members. The council and teacher also will need to present recommendation to the group regarding its organization and arrangements for future meetings. Specific suggestions for developing the program of instruction and conducting the group meetings are given in later chapters. Briefly, an agenda for the first meeting might include such items as the following:

Call to order ---------- Temporary Chairman

Words of Welcome ---------- Local Administrator

"The Young Farmer Program:
What it is, its objectives, How it Operates" ---------- Teacher of Agriculture

Reports by the Young Farmer Committee and/or
Teacher of Vocational Agriculture

1. Plans for future meetings
2. Plans for electing officers and members to the young farmer council
3. Group objectives (preliminary)
4. Program of instruction (preliminary)

Appointment of committees

Instructional period (if time is available)

Announcements

Refreshments

Continuing the Program

When the program has become established, it should continue from year to year without any idea that it stops at a given period or month and has to be started again. A local organization of the young farmers, a program planning committee, and a meeting held at least each month for nine or ten months of the year help to give continuity to a program. There should be an annual banquet or party involving the family and special guests.

Chapter IV. Planning Instruction

The success of a young farmer program depends to a large degree upon the use of a planned program of instruction. This plan should consist of a democratically developed and orderly arranged list of problems, jobs and activities based on the needs and interests of the young farmer group. The plan for the program should always be written. To be most effective it should consist of two parts:

1. A statement of goals and objectives. These could be broad in nature and would not change annually.
2. An annual plan stating immediate priorities and indicating meetings or other events that will occur to deal with these priorities.

Developing the Plan

Normally, the plan is developed by the teacher and a committee of young farmers. It should be approved by the young farmer class members and the school authorities. The following guides, which are characteristic of successful programs, should be helpful in developing the plan:

1. The instructional program continues uninterruptedly from year to year with one or more meetings each month.
2. The number of class sessions ranges upward from a minimum of 12 sessions per year.
3. The number of hours of class instruction in one year usually ranges from 30 to 50.
4. The number of supervisory visits by the teacher ranges from 1 to 4 visits per class member per year with an average of at least one visit in each calendar year.
5. The length of meetings usually ranges from 90 to 120 minutes. (Sessions devoted to farm mechanics and field studies require longer periods.)
6. The general practice is to hold the group meetings, except field studies, in the evening; but they may be held at any time.
7. A specific day of the week or month and a specific time of day are set for regular meetings; for example, Tuesday evening at 8:00 p.m.
8. Meetings are usually held in the vocational agriculture department at the local high school, but may be held in community buildings, rural schools or churches, and on farms of members of the class or on selected farms.

Determining the Objectives

Objectives should be selected by the group on the basis of their needs and interests. They should be clearly defined and appropriately worded so that accomplishments can be easily recognized and measured. They should be in harmony with the objectives officially established for vocational education in agriculture and should be used as a guide in developing the content of the instructional program focused on management.

Procedure—A recommended procedure for developing the objectives is as follows:

1. The teacher should direct the educational learning experiences using visuals and other materials that would tend to stimulate inputs from the Young Farmer Committee.
2. The teacher should summarize the interests, needs and goals of the members and determine the individual, family and farm business goals.
3. The teacher should discuss the interests, needs, goals and other information with the young farmer committee and they should jointly draw up a tentative set of objectives directly contributory to the primary purpose of young farmer classes; namely, TO BECOME ESTABLISHED AND PROGRESS IN FARMING.
4. The tentative objectives should be presented by the young farmer committee and the teacher to the entire young farmer group at the first meeting for consideration, modification and approval.
5. The objective as finally determined by the group should be distributed to each member.
6. The objectives should be rechecked at least annually and revised when necessary to conform with the changing needs and interests of the group.

Typical Goals and Objectives—Common among the long-range objectives for a young farmer would be statements such as the following:

1. To develop individual, family and farm business management goals.
2. To locate farming opportunities.
3. To develop an agricultural agreement.
4. To determine the minimum requirements (size of farm, acres of crops and pasture, number of animals, amount of machinery, capital investment and so forth) for success in farming in the community.
5. To determine credit needed and how to obtain adequate financing.
6. To determine the kind and amount of insurance needed in terms of income.
7. To develop a comprehensive farm and home plan:
   a. planning and following a cropping program
   b. purchasing, servicing and operating farm equipment
   c. computing income taxes

8. To keep up-to-date with new developments in agriculture and to determine which new practices should be followed.
9. To increase farm income and production per unit by:
   a. improving management practices
   b. efficient use of land by developing a land use plan
   c. making use of marketing data
   d. encouraging members to keep farm accounts as soon as possible
10. To produce and conserve an adequate supply of food for family use.
11. To participate in community activities for the improvement of agriculture:
   a. promoting better marketing facilities
   b. assisting in organizing a Dairy Herd Improvement Association
   c. taking an active part in established state and local organized farm activities
   d. learning how to participate in and preside at meetings

Selecting the Content

If the instructional program is to hold the interest of young farmers and be worthwhile, the instructional content must:

1. Help solve immediate problems and contribute to the long-range objectives.
2. Include an awareness by showing the learning-earning curve to the members illustrating the economic contribution of Farm Business Management Education. (See appendix C)
3. Be designed for action and have a practical application.
4. Emphasize establishment in farming and farming efficiency.
5. Accomplish a significant purpose at each class session.
6. Include as class instruction only those farming practices and methods that are of interest and common concern to the group, leaving those which are of concern to one or a few individuals to the individual on farm or small group instruction.
7. Deal with the total farming programs of the members in contrast to restricting instruction to a single farm enterprise or single aspect of farming.
8. Include consideration of problems involving the home and family goals.
9. Use data secured from the farming programs of the members and other local resources including persons in the community who are authorities on particular problems.
10. Provide related instruction on a practical basis when needed in such subjects as business English, public speaking and farm law.
11. Provide leadership training, recreation and social activities.
12. Acquaint members with new developments in agriculture, with agricultural trends and with the economic outlook.

The instructional program for the Young Farmers has been developed by the chapter officers and advisor and is ready for the Young Farmer members approval.

13. Encourage participation in established farm organizations and other community affairs.

Recommended Procedure in Developing Content—When deciding upon the content of the instructional program it is well to observe a logical sequence. This will not only help to assure a more complete understanding by the group, but will also avoid deficiencies in this program. The following steps are suggested:

1. Analysis of the Young Farmers individual, family and farm business goals.
2. Establishment of the objectives by the group.
3. Development of a tentative outline of content by the teacher.
4. Consideration, modification, and approval of a revised outline for the content of instruction by the young farmer planning committee.
5. Consideration, modification, and approval of the revised outline by the group, observing the following:
   a. Writing the outline on the chalkboard or providing each individual with a prepared mimeographed checklist of all problems, topics and activities which the committee and the group consider to be of major importance. (This list should be comprehensive enough so that obviously several years of instruction will be necessary.)
   b. Having the members indicate the jobs, problems, and activities they think are the most important for the current year's instructional program.

c. Referring the group's suggestions to a special committee for organization, rewording the suggestions into appropriate terms, assigning priorities to the various problems, deciding the amount of time to be spent on each and the sequence in which they are to be taken up. The product should consist of (1) a long range plan, and (2) a calendar of meetings and events to be distributed among the members, school authorities and the vocational agriculture advisory council.

Example of a Long-Range Plan

Problems	Schedule by Years				
	19__	19__	19__	19__	19__
1. Finding land to farm	x	x			
2. Determining whether to rent or buy	x			x	
3. Determining credit needs	x		x	x	
4. Developing farming agreements		x	x		
5. Planning land use program	x		x		x
6. Developing individual, family and farm business goals	x	x	x	x	x
7. Determining minimum requirement for success in type of farming in the community	x				x
8. Developing a year-round pasture program		x			
9. Servicing, operating, and adjusting farm machinery	x	x	x	x	x
10. Modernizing the home				x	
11. Analyzing and interpreting farm records	x	x	x	x	x
12. Making out tax returns			x		
13. Writing a business letter					x
14. Participating in community affairs					x
15. Interpreting the government policy regarding: _____					x
16. Determining how to increase volume of production			x		
17. Determining how to divide income between family living needs and expansion of farm business				x	
18. Determining whether to irrigate					x
19. Understanding the uses of antibiotics		x			
20. Improving marketing efficiency			x		
21. Increasing efficiency as a farm laborer		x			
22. Deciding how much to invest in machinery, livestock, etc.					x
23. Hiring and managing farm labor				x	
24. Controlling garden insects and diseases	x				x
25. Providing a water system			x		
26. Determining the kind and amount of insurance one can afford					
27. Producing and conserving the family food supply					x
28. Conducting group meetings	x				
29. Establishing a home farm shop			x		
30. Heating the farm home				x	
31. Controlling flies	x				
32. Seeding alfalfa		x			
33. Controlling weeds			x		
34. Feeding protein supplement to pigs			x	x	

Example of a Long-Range Plan

Problems	Schedule by Years 19__	19__	19__	19__	19__
35. Using new insecticides			x		
36. Furnishing and decorating farm homes (tour)				x	
37. Determining opportunities for new enterprises					x
38. Caring for calves at calving time	x				
39. Harvesting forage crops		x			
40. Determining electrical needs		x	x		
41. Making a will	x				
42. Landscaping the home					
43.					

For many of the problems or jobs one or more meetings will have to be held. Suggested time allotments are given in the following example of an annual calendar.

Example of an Annual Calendar

Month[1]	Number of Meetings	Topic or Activity
October	1	Determine individual, farm and family business goals.
October	2	Determining minimum requirements for success in type of farming.
November	1	Leadership training for chapter officers.
November	2	Developing partnership agreements.
December	2	Developing a farm-and-home plan.
December	1	Special activity[2]
January	2	Planning a system of farm records.
January	1	Determining how to increase income.
February	1	Determining whether to buy new farm machinery, lease or repair the old.
February	2	Servicing, operating and adjusting farm tractors.
February	1	State Young Farmer Convention
March	1	Making effective use of the agricultural conservation program
March	1	The latest research in crop production and varieties.
April	1	Farm Building Construction and remodeling.
May	1	Understanding the program of the local farm organization.
June	1	Special Activity[2]
July	1	Young Farmer State Tour.
July	1	Summer grazing problems.

Example of an Annual Calendar

Month[1]	Number of Meetings	Topic or Activity
August	1	Special activity.[2]
September	1	Feeding dairy cattle for maximum production.

[1] The months indicated are illustrations only. The number of meetings will depend upon the needs of the group.

Leadership training may include instruction in such areas as public speaking, parliamentary procedure and personal development.

[2] Special activities may include: local tour, parties, picnics, banquets, Farm City Week activities, and other social or recreational events.

Chapter V. Conducting the Young Farmer Program

Good teaching and having members share in the responsibility for group meetings are key factors in success in working with young farmers. An interested group of young people may have been recruited, challenging objectives may have been established and a well-planned calendar of instruction developed—yet all this work, as essential as it may be, is only preliminary to helping young farmers solve their problems. Good teaching must follow. The young farmers will need to be inspired to act and trained to make those decisions and to perform those skills in managing and operating their farms that will enable them to be successful.

Good teaching depends upon such important elements as sound philosophy, careful planning, recognizing members' needs, directing attainment of those needs, and sharing in responsibilities by teacher and members. Needs of young farmers include the development of ideals, goals, interests, understandings, skills and abilities, attitudes and appreciations. In attempting to meet these needs, instruction for young farmers should especially emphasize the development of skills, abilities and understandings necessary to manage and operate a farm or agribusiness. Managerial training needs of young farmers are served most effectively by directing and assisting them to make right decisions in their farming operations. Skill needs are effectively developed when the young farmers receive training and experience to perform the operations required for success in farming.

The teacher of vocational agriculture is the person responsible for the instructional program. They may use outside consultants, a panel of young farmers, or other methods, but they are still obligated to plan and coordinate the instruction and direct its presentation. This procedure is especially important if the problems, needs, and objectives of the young farmers are met. The teacher is the one who understands the members' problems and is in a position to assist them in making the proper adaptation of the instruction to their farming situations.

Group instruction is defined as the usual type of instruction conducted in most school classes when the majority of the persons enrolled are present. A group of ten to twenty young farmers is considered a desirable size class. If more enroll, additional classes should be scheduled. This may mean employing an additional teacher.

Planning for the Meeting

Each meeting of young farmers should be well planned. The plans should be in writing. There are so few sessions held in a year that all available time should be used to best advantage. Thorough planning influences the interest of the members, their attendance, participation in meetings, and their accomplishments. Successful teachers of young farmers report devoting two to four hours in preparation for each class meeting. In addition, they sometimes hold a planning session with the

Prior to the Young Farmer meeting it is advisable to finalize plans with the President or chairman.

president of the young farmers group, the chairman of the program committee or resource persons who are going to take part in the meeting.

Obviously, the teacher must have a thorough understanding of the situation of each young farmer with reference to the specific problem which is being planned for the class discussion. Only with such detailed information can he pursue the members' problems to the point of reasonable solution. Problem-solving, making decisions and reaching conclusions become essential procedures in teaching young farmers and should be given major consideration in planning.

Significant steps in preparing for group instruction are as follows:

1. Refer to the instructional calendar for the scheduled problem or job, and check with the group for any changes or modifications.
2. Think through the problem and its relationship to each member's situation.
3. Decide upon the method of instruction best suited to the job or problem.
4. Select and secure resource persons if needed. (Young farmers may help in contacting them.)
5. Anticipate and list questions and related problems pertaining to the job or problem.
6. List conclusions or decisions that should result from the instruction.
7. Obtain or prepare appropriate charts, experimental data and other teaching aids.
8. Plan the agenda and the instructional procedure.
9. Discuss such program features as the business session and the social period with the chairman of the group or with the members responsible for them.

Determining the Teaching Procedure

In teaching young farmers, there is probably no one method of instruction that can be recommended as best suited to all groups and for all jobs or problems. Rather, there are a number of teaching procedures which have been used successfully by teachers of young farmers. In conducting the instructional program each teacher should use the method or combination of methods best adapted to fit his class and the particular problem or job to be taught. If the purpose is to teach skills, considerable use should be made of demonstrations and practice. If the purpose is to provide information that will solve managerial problems, greater use should be made of consultants, teaching aids, panel discussions, and the conference procedure.

Regardless of methods used, the teacher should carefully plan and outline the instructional procedure in advance. It should be informal yet sufficiently well organized to accomplish the specific objectives of the meeting and reach worthwhile conclusions. The method or methods selected should enable the teacher to accomplish the following:

1. To get specific, important problems introduced for consideration by the class:
   a. Lead members to suggest problems. They should be definite and represent a need of a majority of the group.
   b. List the problems. (Usually these are written on the chalkboard.)
2. To get the problems clearly defined and analyzed with the help of the class.
3. To direct the learning process so that members will develop the ability to

When working with Young Farmers and/or Young Farm Wives, the group discussion method can be an effective teaching technique.

comprehend valid information, make correct managerial decisions and acquire skill in doing operative jobs.

4. To summarize the developed information:
   a. List the conclusions in terms of practices and decisions relating to each problem. (Usually these are written on the chalkboard.)
   b. Select or identify the practices and decisions that should be used by members of the class.
5. To help each member adapt to his farm the information, practices, and decisions that are desirable and feasible for him to use.

The following methods, or a combination of them, have been used successfully in teaching young farmers.

Conference—This method (group discussion) is carried on by members under direction of the teacher. It is the method used perhaps most frequently. It is most successful when several members have already had some experience relating to the topic under discussion. It may be employed to summarize teaching done by other methods, such as demonstrations, field trips, and panel discussion. It provides an opportunity for pooling experiences and should be supplemented with reliable experimental data, statistics, charts, graphs, and other teaching aids as appropriate. The teacher, acting as the discussion leader, should guide the thinking of the members to clearly defined conclusions.

Panel Discussion—A panel may be used to open the discussion or to check upon a formal talk by an outside speaker. It is best adapted to groups of 20 or

more persons. Panels usually consist of from 4 to 8 members who have considerable knowledge related to the topic problem under consideration. If possible the members of the panel should meet in advance and become familiar with the conditions under which they will work and the procedure they will follow. The leader or chairman of the panel is the key man who directs the discussion and keeps it moving.

Panel-Forum—This method has two parts, a panel discussion and a forum or group discussion. It provides for audience participation after the panel has finished, thus becoming a combination of the two preceding methods.

Demonstration—Demonstrations may be used effectively to teach jobs involving manipulative skills, such as servicing tractors, calibrating sprayers, adjusting a combine, or artificial insemination. The teacher, or resource person or young farmer may give the demonstration. The demonstrator should practice the demonstration in advance unless he has given it previously. He should check carefully to be sure that all necessary equipment and supplies are at hand and should make certain that all members of the group can see the procedure and hear the explanation.

The following are suggested steps in a demonstration:

Step 1. Prepare the learners. Put them at ease. Tell them what the job is. Find out what they know about the job. Place them in the best learning position. Develop interest and a desire to learn.

Step 2. Present the operation. Provide reference materials for learners to follow. Tell, show, illustrate, and ask. Stress key points. One step at a time. Repeat instructions if necessary.

Step 3. Try out performance. Have them do the job following correct step-by-step procedures. Have them explain key points. Question them: what? why? and how?

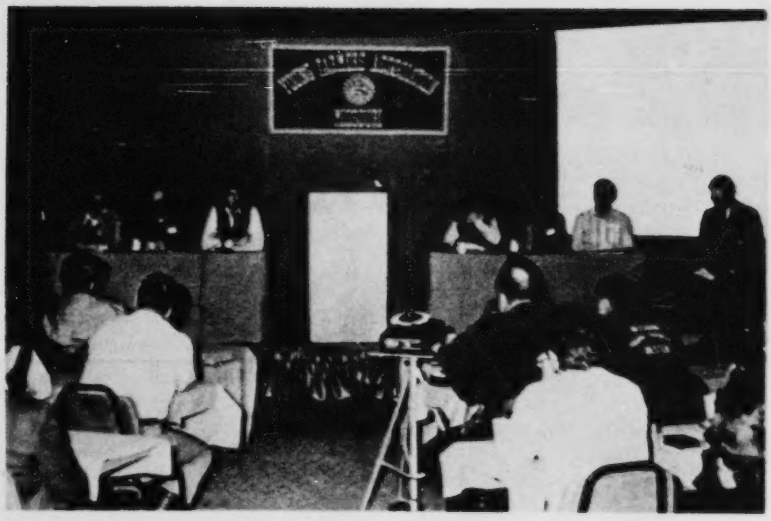
Step 4. Follow up. Put them on their own. Tell them where to go for help. Check frequently and encourage questions. Taper off coaching.

Field Trips—The instructor should have a definite educational objective for each field trip. He should carefully plan the trip in advance and make definite arrangements with the farmer or other persons hosting the field trip. The group should know where and how they are going and what to look for when they get there. It is desirable to follow up a field trip with a summarizing conference period.

Symposium—A symposium is a series of short talks or reports by two or more qualified persons speaking under the direction of a chairman. There may be as many topics as speakers. Usually the topics are related. Resource persons are often included in symposiums although members of the class may participate.

Symposium-Forum—The symposium-forum is a combination of the symposium and group discussion. It provides for audience participation after all the speakers have made their formal presentations. Usually, the teacher serves as discussion leader.

Speech-Forum—This method consists of a formal talk, not over 30 minutes in length, by a qualified person and of a group discussion immediately following it.

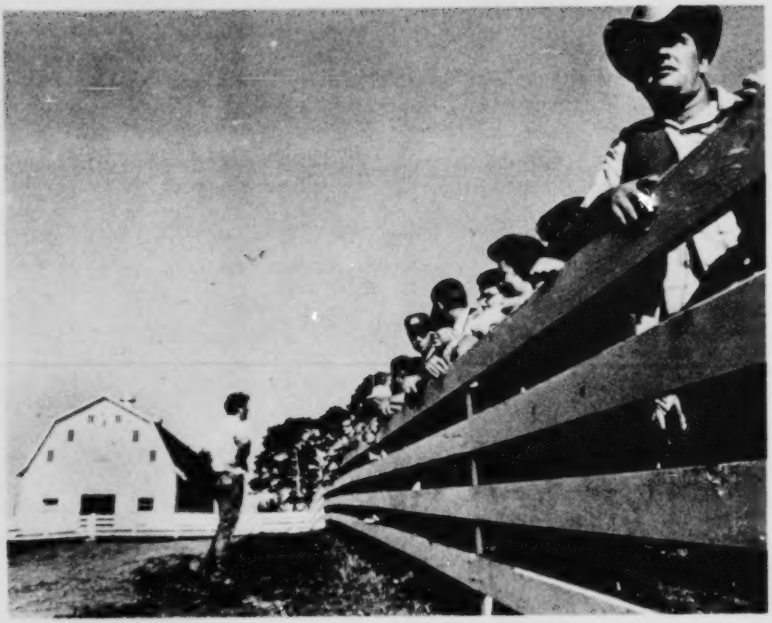


An effective panel discussion offers variety to local and state association meetings.

Field demonstrations plots of crops grown locally often improves the economic returns to Young Farmers.

Usually the teacher serves as discussion leader, with the speaker becoming a consultant.

Debate—The debate method of teaching is a good way to get facts before a group, but probably should not be used more than once or twice a year. It provides an opportunity for a number of young farmers (2 to 4 members on each



Young Farmers enjoy field trips to outstanding agricultural farms.

team) to discuss the pros and cons of a question or problem. A debate is something like a symposium except that the talks are shorter, normally not over a minute or two. The participants speak as many times as the leader permits, but each team should be given equal opportunity. Members of the young farmer class usually comprise the teams. They are selected before the meeting so that they will have an opportunity to develop key points.

Three members of the audience may serve as debate judges. Their responsibility is merely to state which team, in their judgment, presented the best arguments. After the debate is finished the teacher leads a group discussion and then develops logical conclusions. The problem for discussion may be stated in the form of a resolution. For example, Resolved: That the dairymen in the young farmer class should have 80 percent of their crop land in forage crops.

Using Teaching Aids

Instruction is made more effective by the extensive use of teaching aids. These include visual aids, printed materials, field trips, demonstrations, experiments, and similar types of observations and help. Teaching aids, if carefully selected and properly used, are thought provoking, stimulating, and convincing. They hasten the learning process, develop basic understandings, conserve the teacher's time, and increase his effectiveness.

Usually there is no shortage of teaching material for most of the jobs with which young farmers are concerned. The matter of selecting the right materials or personnel is more of a problem than locating them. Before using a teaching aid a teacher should if possible investigate, review, and evaluate it. Successful teaching aids have the following characteristics:

1. They are adapted to the average educational level and farm experience of the members of the class.
2. They are related directly to the problem under consideration.
3. They provide specific information about the "how" and "why" of doing the job.
4. They provide information about the latest and most reliable practices and recommendations.
5. They furnish enough information so that the class can decide what the important factors are before deciding how to proceed.
6. They supply evidence from which recommendations may be derived.

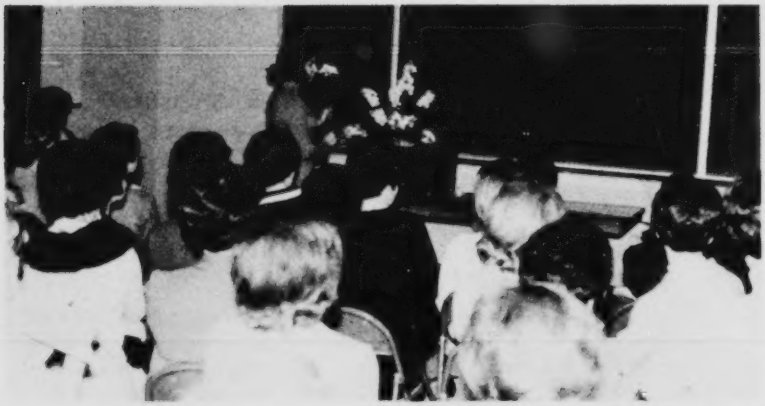
Printed Materials—The teacher who prepares himself adequately for teaching young farmers will need to make extensive use of books, bulletins, experiment station reports, market reports, seed catalogs, magazines and other references. Many of these are free. The chief problem is to select and get the best. The teacher should also encourage young farmers to develop their own libraries since reading and keeping abreast of new agricultural developments contribute to their success.

Reading or study periods during group meetings are not common in young farmer instruction, but if they are held they should be properly motivated and supervised. At the close of each group meeting the teacher should, of course, point out sources of additional information regarding the current problem. He should then suggest appropriate readings and offer to lend his own copy of a particular reference.

Visual Aids—Pictures, graphs, filmstrips, slides, charts, real objects and similar teaching aids will tell a story more vividly than words. Although much of what one learns comes through the sense of sight, visual aids alone are relatively ineffective unless explained and discussed. Teachers of young farmers should use visual aids extensively. These aids develop interest, appreciation, and understanding of the problem under discussion. They keep class members alert and should stimulate them to greater achievement. Teachers not familiar with the proper use of visual aids should get help from the supervisory or teacher-training staff in their State, observe experienced teachers, or enroll for a special visual-aids training course. Teachers who use visual aids consistently in their young farmer classes soon learn which aids are most effective and how to present and care for them properly.

Some of the most important types of visual aids used by teachers of young farmers include the following:

1. Charts and graphs. (These are often drawn on wrapping paper or cardboard.)



Resource personnel play a significant role in providing information to the instructional program of Young Farm Wives and Young Farmer meetings.

2. Real objects: Plants, spray and dust materials, soil samples, farm account books, tools, feed hoppers and other objects that can be brought into the classroom or shop or used for teaching on the farm.
3. Specimens: Seed samples, diseased specimens, plants, insects, etc.
4. Models: Scale models of buildings, floor plans, machinery, equipment, etc.
5. Chalkboards: Pictures of all kinds, important notices, list of problems and conclusions.
6. Flannel Boards: For special illustrations.
7. Projected still pictures: 2" by 2" slides, filmstrips, photographs; printed materials enlarged on a screen by using an overhead projector. (local pictures have special value)
8. Motion pictures: To be used only as an aid to teaching and not as entertainment. (Their chief value is to stimulate interest in the subject to be discussed.)

Resource Persons—At times the agriculture teacher may not have had enough specialized training or experience to give adequate instruction in some of the problems of young farmers. This situation is no criticism of the teacher. Young farmers do not expect their leaders to be well informed in every area of work. The teacher need not attempt to give all the instruction himself. Resource personnel are valuable to the success of the instructional program. Competent resource leaders are found among professional agriculture workers, farmers, farm-organization leaders, managers of cooperatives, lawyers, bankers, home economists, and agricultural representatives of commercial companies. They are often eager to help and are only waiting to be invited. Their assistance should not be limited to classroom discussions but should be extended to demonstrations, field trips, tours, and even to visits on the farms of individual class members.

The following suggestions should prove helpful in using resource persons:

1. Contact resource personnel well in advance of specific date needed for the instructional program.
2. The teacher and the young farmer council should anticipate needs for resource persons when the calendar of instruction is developed. They should extend invitations to the participants several weeks in advance, receive their commitments and arrange the schedules.
3. Resource persons can be used as consultants, lecturers or guest speakers.
4. Use only persons who are well informed about the problem under discussion and are respected by the class.
5. The teacher should brief the young farmer group in advance, so that later they will be able to benefit more from the discussion. The teacher and members together may plan the major questions to be raised with the resource person.
6. Inform the resource person before the meeting that they are not to advertise or sell their particular product. Explain to him in detail what his role will be in the meeting. Tell him what kind of help the class needs, what key points need emphasizing, and what type of questions the class will raise.
7. The teacher may serve as discussion leader and should be responsible for seeing that logical conclusions are reached.
8. Letter of appreciation should be sent to resource person thanking them for their participation in the program.

Conducting the Meetings

The young farmers and the teacher of vocational agriculture may share responsibilities for conducting the group meetings. This plan is especially appropriate where group leaders, officers, or committees have been selected and a program of related educational activities (similar to those to be described in Chapter VII) have been developed.

A cooperative arrangement in conducting group meetings should not minimize the teacher's responsibility for giving the instruction. Actually it should be the means of focusing attention on the instruction and the teacher's role in presenting it. The cooperative plan gives the young farmers the feeling that they are directing the program and that they have responsibility for maintaining it. Further, having members share in conducting the sessions provides them with valuable experience in leadership, develops confidence in their ability, and increases their interest in the program. It also permits the teacher to devote more time to instruction.

A few suggestions for conducting group meetings properly are:

1. Begin and close on time.
2. Have the classroom or shop clean and equipment properly arranged.

3. Provide proper ventilation, good lighting, adequate heat, and comfortable seats informally arranged.
4. Make all members feel welcome and a part of the group.
5. Conduct the meetings with dispatch, yet with consideration and courtesy to all.
6. Encourage everyone to speak loud enough to be heard.
7. Encourage all members to participate and ask questions.
8. Establish a specific time and place for meetings.

The Agenda—The agenda for meetings will vary depending on the type of program, the methods of instruction, and the nature of the business and social activities of the group. The following order of business is used frequently:

1. Chairman or president of the group presides.
2. Secretary reads, distributes minutes of the previous meeting, including a summary of the instruction.
3. Roll call of the members.
4. A business session may be held at this time or after the program. (Don't let it displace the instruction period.)
5. The teacher takes charge of the instructional period.
6. Announcements are made.
7. Adjournment is announced.
8. A social period with refreshments or recreation may be provided.
9. The teacher discusses problems with individual members.

The Business Session—The business session of the young farmer group meeting, as stated above, should be conducted by the officers or class leaders. The teacher should serve as advisor. In this capacity he should act chiefly as a counselor and helper when needed. He should not forcefully assert himself when things are going well. His major responsibility is to see that the group's activities are in accord with the philosophy, educational standards, and ethics of the public school system.

The business session should be brief, not exceeding 15 to 20 minutes, unless prior arrangements have been made with the teacher to reduce the instructional period proportionately. During the session, copies of the minutes of the previous meeting should be either read or distributed and approved. Various committees may report; and old and new business may be discussed, elections held when necessary, and other appropriate matters considered as occasion demands and time permits.

The Instructional Period—The instructional period gives the teacher his real opportunity to help the class solve many of their common farm problems. He should use this period wisely, either giving the instruction personally or coordinating the instruction. The period should be long enough for effective teaching. The

usual class period is from 90 to 120 minutes in length. Careful preparation by the teacher has already been emphasized in this bulletin.

The Social Period—Many young farmer groups frequently hold a short social period immediately after the instructional period. The social period is intended to provide a friendly climax to the session, and it helps maintain attendance. It usually does not last more than 15 to 20 minutes. Refreshments are served such as soft drinks, coffee, and doughnuts. Ordinarily a committee of young farmers, FFA members or young farm wives are in charge of arrangements. The expense may be paid from a special fund collected for the purpose.

Occasionally, as a diversion following the instructional period, a group of young farmers may wish to engage in recreation such as basketball, softball, baseball, ping-pong, or horseshoe pitching. Sometimes this practice may serve a useful purpose. If followed regularly, however, and allowed to compete for the members' time, it could easily encroach on the instructional period. It should not be encouraged to this extent.

Small Group Instruction

From time to time the teacher may find that three or four young farmers need help on a problem common to them but not common to the rest of the group. In such instances the teacher should call the small group together for special instruction at some prearranged time and place. The place could be the farm of a member or a neighbor, a farmers' market, the classroom, or the shop. The time required for the small-group meeting will, of course, be much less than the time

A short social at the end of the meeting provides a time for couples to relax and exchange ideas.

the teacher would have to spend in giving individual instruction to each member on supervisory visits. The small group meeting will also give each member the benefit of exchanging experiences and dealing with the problem jointly.

The general procedure in giving instruction to small groups is essentially the same as that followed for regular group meetings. The teacher will need to make the usual careful preparation. He should use the most appropriate teaching aids and methods and be as effective with the small group as with the entire class. Likewise, specific conclusions should come out of the instruction.

Individual On-site Instruction

Individual on-site instruction is an essential feature of the young farmer program. Most of it should be given on the members' farms, where both the teacher and the young farmer can see the problems in their natural setting. In effect it is on-the-job training. It can determine the young farmer's success or failure, depending upon the teacher's ability to work individually with his young farmers.

In providing individual on-site instruction the teacher has a great responsibility. He must not rely on assumptions or guesses. He must make doubly sure that he understands the young farmer's situation accurately and that he analyzes his needs and problems correctly. He must not only encourage and guide, but also inform and train if he is to help young farmers accomplish their objectives. He should recognize that individual instruction is concerned both with the whole farm as a unit and with the personal welfare of the young farmer and his family. The instruction must lead the individual member to analyze his own situation, to consider all the facts, and to reach his own conclusions. Too often teachers are inclined to urge the adoption of certain standard practices without fully considering their effect on the total farm business and family living. Even though the practices themselves may be good, they should be subjected to the following questions: (1) Are they adaptable to the particular farm? (2) Are they the practices which should have top priority from the standpoint of increasing the farm income? (3) Are too many financial risks involved? Answers to the individual problems of each member are so varied that the teacher must carefully study and analyze each member's case if he is to be a competent counselor and advisor.

Making Advance Preparations

The success of individual on-site instruction depends to a great extent upon satisfactory arrangements as to the exact date and hour of the visit in terms of the critical time element involved in the job to be done or the decision to be made. Advance preparation by both teacher and young farmer is necessary. The following factors should be considered in planning on-farm instruction.

Teacher Preparation—The teacher should:

1. Notify the member, in advance, as to the date and approximate hour of the visit.
   a. Specify the approximate amount of time available for the visit. (Make it at least one hour.)

b. Agree upon possible problems to be considered, practices and skills to be demonstrated, and other work to be accomplished.
c. Suggest advance preparations to be made by the member.

2. List the names of persons to be contacted on the visit and important items to be discussed with them such as: the member's father— to develop partnership agreements; or the local banker— to finance the purchase of a tractor.
3. Review the individual, farm, family business goals and be prepared to discuss progress with the member and family.
4. Review notes of the preceding visit: points discussed, conclusions reached, and plans developed.
5. Make a list of additional facts to be secured about the young farmer: his situation, progress, new problems and objectives.
6. Review conclusions of preceding group meetings. Make a note of the practices that the member should use.
7. List questions the young farmer may raise; list their possible solutions.
8. List one or two new practices or skills which should be demonstrated and developed. Make preparation to teach them effectively.
9. List future plans and improvements and expansion needed in the member's farming program which should be discussed during the visit.
10. List items for commendation and encouragement.
11. List sources of other information and help which the young farmer could use to advantage.
12. Develop plans for recording the information and keeping essential records.

Member Preparation—The member should:

1. Notify the teacher if the proposed date of visit is not convenient.
2. Plan work so that time is available for the visit.
3. Make the advance preparations suggested by the teacher.
4. List questions and problems on which the teacher's help is needed.
5. Plan to bring the teacher up-to-date on recent accomplishments, changes, and future plans.
6. List suggestions for future meetings of the young farmer group.
7. Request special visits from the teacher at a specific time and name a definite purpose.

Making the Visit

The school and the teacher are committed to provide all members of vocational agriculture classes with adequate supervision and individual on-site instruction. That is why it is so important that the number enrolled in young farmer programs

be compatible with the amount of time the teacher has available to make the visits. Visits should be scheduled when the young farmer needs them most, when there are specific things to see and do, and when the young farmer has arranged to devote his time to making maximum use of the teacher's services.

The teacher should arrive at the farm on time and leave on time. He should dress appropriately for the occasion. It is important for him to be friendly, polite, optimistic, and methodical in his dealings with the young farmer and his family. He should show a genuine interest in his progress and exhibit a willingness to do everything possible to help him achieve his goals. A good procedure in supervising and working with young farmers on their farms is to: (1) get acquainted, (2) appraise the situation, (3) teach, and (4) encourage. An explanation of these points follows.

Get Acquainted—The teacher must develop a close personal acquaintance with the young farmer and the family if the instructional program is to be most effective. The ties of friendship should be strengthened on each visit. Other persons directly interested in the young farmer's progress also should be met. The teacher should access the farm and its resources. Personal data about the young farmer may be accumulated. Their interests, needs, opportunities, and objectives should be discovered. Eventually, the teacher should know almost as much about the young farmer, his farm, his plans, and progress in farming as the young farmer himself.

Appraising the Situation—Appraising the farming program should be part of the teacher's procedure on each visit. The teacher must tactfully inquire about those things they need to know about the young farmer, his farm, and the farming operations. The information will be invaluable to the teacher. It is a prerequisite for working with young farmers. It aids the teacher in gearing his program of instruction to meet each member's interest, needs, problems, and opportunities. It serves as the foundation on which the teacher helps the young farmer build his farming program.

Often the appraising process is quite as revealing to the young farmer as to the teacher. It enables the young farmer to discover the strengths and weaknesses in the farming operations and day-to-day practices. It may point out problems which the young farmer previously has disregarded or not identified. The teacher may wish to record some facts for future use. (Chapters III and VI contain suggestions on this point.)

A few suggestions for the appraisal are:

1. Evaluate the farming practices now in use. The young farmer should assist in this appraisal.
2. Help the member discover and list the most pressing problems, particularly managerial ones.
3. Inspect member's progress since last visit. Give further encouragement and instruction where needed.
4. Tour the farm and observe practices and decisions adopted as a result of the group instruction. Ask for an appraisal. List additional topics for group instruction.

5. Review the member's farm and home plans, records, and farm accounts, and assist in analyzing them.
6. Inquire about the member's interests, objectives, and future plans, such as expanding the farming program, acquiring land, constructing a new barn, or obtaining credit.
7. Discover the member's interests in social, recreational, educational and civic affairs.

Teach—Plan to teach individually those things which need to be taught but are not handled in group instruction. The usual practice is to discuss the jobs of common interest to all members at the group meetings. These jobs will relate primarily to farm business management and farm mechanics. Topics related to agriculture production may perhaps be taught in short units. The teacher will need to follow up the conclusions of the group session, helping each member determine which recommendations to use and how to adapt them to his farm. In addition, many individual problems in technical agriculture and various manipulative skills and abilities needed by the young farmer should be taught during the on-site visits.

The teacher should conduct the individual on-site instruction according to good teaching procedures. He should use discussion, demonstration, and other appropriate methods extensively. He may need to take or go with the young farmer to places off the farm in order to observe new practices and better methods, to discuss loans with credit officials, to attend farmers meetings, or to get other training. He may need to arrange for various resource persons to visit the member's farm and discuss with him certain special problems. The teacher should

The young farmer, his instructor and his parents are taking an inventory of their resources and determining the opportunities available for this young farmer.

always keep the young farmer's objectives in mind and direct the instruction toward helping to accomplish them.

The following are some of the specific things that successful teachers do in conducting individual on-site instruction:

1. Help the member evaluate what he is doing—his progress, plans, practices, shortcomings.
2. Help the member overcome the difficulties and obstacles that are interfering with his progress in farming.
3. Acquaint the member with the significant things that need to be done next in order to carry out farming program and long-range farm and home plans.
4. Follow up the group instruction.
5. Point out good practices that are applicable to the member's farm. Make sure he understands them.
6. Help the member check farm machinery and equipment for safe and efficient operation.
7. Teach the member the farming skills needed.
8. Assist the member to analyze records and farm accounts when requested.
9. Discuss future plans.
10. Point out sources of additional information and help available for solving special or unusually difficult problems.

Encourage—Sometimes encouragement is far more important than teaching practices or developing skill to build up the young farmer's will or desire to act. Naturally, acquiring information and skills is a major need but the will to put them into practice is a "must" if the young farmer is to achieve success in farming.

The teacher should make a special point on each visit to give the young farmer deserving praise for his accomplishments. He should commend him especially for applying practices and recommendations developed at young farmer group meetings and during the teacher's previous visits to the farm. The teacher should show the member how each single attainment is progress towards reaching his major farming objectives. The teacher's thinking must always be positive. His optimism gives hope to the young farmer, making him more confident, cooperative, and self-reliant.

Maintaining Progress Records

The teacher should maintain a progress folder for each young farmer in his class. This folder may be developed to fit the special needs of the group or may be one obtainable from most publishing companies of vocational agriculture supplies. The folder should contain copies of all assessments, notes of on-site instructional visits, and other pertinent information about the young farmer, his farm, and his progress in farming by years. It should be kept at the school in the teacher's files. Some of the information in the folder may need to be considered as confidential. In that case, it should be available only to authorized school personnel.

Chapter VI. Implementing the Management Program

The farm management program of the young farmers is essential for success. it is a basis for young farmer educational programs and a means by which they can appraise their progress towards establishment in farming. It's important that the young farmer's program be continually emphasized and kept in focus. Usually young farmers are already engaged in farming when they enroll in the young farmer program. Some will be farm laborers at home, others will have an interest in one or more farm enterprises, and some may be owner-operators of farms.

Regardless of their farming status, all young farmers who remain in farming have two main objectives; (1) to increase their income and (2) to advance in farming. Helping them achieve these goals becomes a major purpose for the young farmer program.

The teacher of vocational agriculture must begin by working with the young farmers wherever they are in their farming status. The teacher's responsibility will be to provide them with the instruction, individual supervision on the farm, record keeping, record analysis and encouragement that will help them attain their individual, family and farm business goals. To achieve success will require thoughtful and careful planning. A young farmer cannot hope to get far without a well planned farm business management program.

Understanding the Scope and Results of Farm Business Management Education

The teacher of vocational agriculture will need to understand thoroughly the characteristics of good farm management programs before he attempts to help young farmers develop them. Also he will need to become familiar with recommended procedures for planning a farm management education programs.

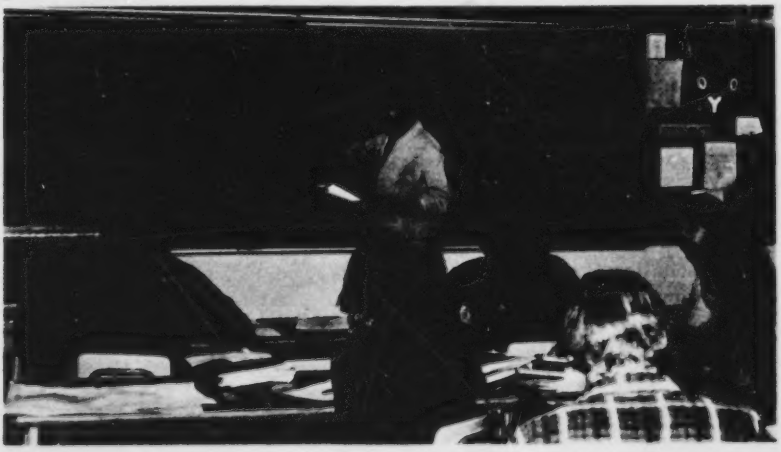
Characteristics—The content of a good farm management program for each member will be different. It will vary according to their farming status, their problems, their needs, and their opportunities. Unlike the farming programs of secondary school students of vocational agriculture, those of young farmers include much more than the usual production enterprises, farm improvements, and farming practices. Generally speaking, a good farm management program for a young farmer has the following characteristics:

1. Provide for development of a plan of individual, family and farm business goals.
2. It requires a set of farm records.
3. Provides for cash flow statement.
4. Provides for productive enterprises of sufficient scope to insure efficient operation as an economical unit.

5. Provides for an annual increase in capital investment, including equipment, foundation animals, buildings, machinery and land.
6. Includes farm and home improvements and conservation of natural resources.
7. Includes a list of new practices to be used and new skills to be developed.
8. Includes production goals.
9. Includes plans for marketing. (Future markets, marketing through cooperatives.)
10. Considers plans for rental or purchase of land.
11. Recognizes credit needs and debt-repayment requirements.
12. Includes plans for obtaining all necessary agreements, leases, and contracts.
13. Provides for efficient use of land, labor and facilities.
14. Provides sufficient income for comfortable living.
15. Recognizes the individual's resourcefulness, interests, abilities and opportunities.
16. Includes plans for participation in the affairs of the community, and relationships with organizations and other persons.
17. It requires a farm record analysis.

Results—The result of this farm business management educational program is to help young farmers achieve their farm business and family goals.

A research study conducted in Minnesota of 3,518 farm businesses in 1968, showed that for *each dollar* the farm family invested in the program it received *$4.20* in return.



The young farmers are studying and discussing the value of and how to develop a set of individual, family and farm business goals.

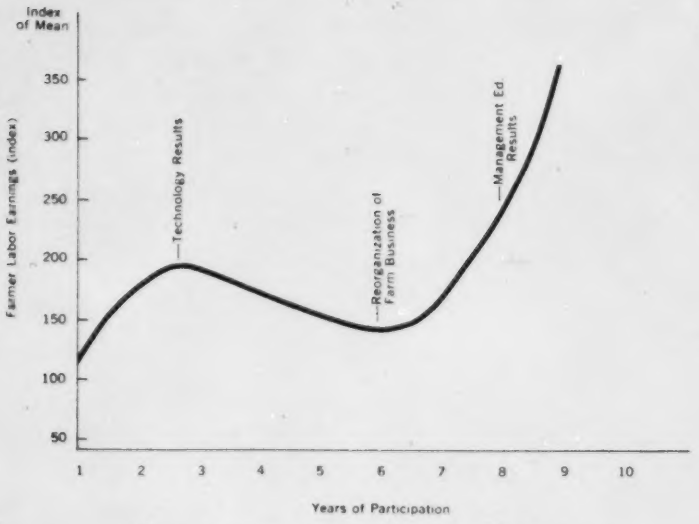
The study also revealed that in addition to the direct benefits to those enrolled, the *community* receives about $9.00 in increased business activity for *each dollar* spent or charged to farm business management education programs in the schools.

These results are illustrated in the Learning-Earning graph (Figure 1).

Figure 1

Learning-Earning Curve

Relationship Between Indexed Mean Labor Earnings
And Adult Farm Business Management Education



*Based on a study by Dr. Edgar Persons, et al., Ag. Ed. Department, U. of M.

The first *three years of management* instruction show rapid gains in farm income derived from the adaptation of *modern technology*.

Diminishing marginal returns occurred as farmers reached practical ceilings to their capacity to employ technological improvements on existing enterprise combinations. During the *fourth and fifth years of instruction*, farmers reorganized and reallocated their *productive resources* to revised enterprise combinations. From the *sixth to the eighth year* of instruction, *farm income increased sharply* and continued to rise at a steady rate due to managerial results. (See appendix A for highlights).

This study, as with all similar inquiries involving benefit-cost analysis, sought to answer the following questions: Does it pay? For whom? Under what conditions? The results indicate that no agricultural community can afford to be without an educational input that will yield as high a return on the investment as is demonstrated in this analysis. As shown in items above, the return is high to both

the individual participant, and to the community. But the conditions are rigorous; the return is based upon a highly-structured educational program. The educational program must be goal directed and the enrolled participants must have a high degree of "goals consciousness." This study was rigorous in its definition of a "well-organized" educational program.

Procedures.—Plans for farming programs can be greatly expedited if the teacher will be systematic in his procedure. Usually there is no short cut to sound planning. The teacher will need a broad understanding of each young farmer's situation and a close personal acquaintance with his needs. The young farmer and his wife or parents will need to understand what the planning process will involve and that each of them will have a part in it. They should know that it may require the disclosure of much confidential information, especially about such matters as the young farmer's assets, liabilities, available resources, major problems, and aspirations.

The young farmers will need to recognize that they are the ones to decide what shall be included in their plan, since they have to carry it out and be responsible for the results. The teacher's wider range of observation will enable him to make numerous suggestions and point out opportunities that the member may have overlooked. The teacher's role in planning is chiefly one of supplying information and helping the young farmers to think through decisions that they believe best for them. The program, when developed, should be considered as a guide, subject to changes and adjustments as conditions demand.

The procedures in developing farm management programs with young farmers will differ in some details but the main steps include the following, usually performed in the order listed:

1. Inventory and analysis of resources.
2. Determining the needs and opportunities.
3. Setting the individual, family and farm business goals.
4. Keeping farm records.
5. Classroom instruction.
6. Individualized farm instruction.
7. Farm and ranch record analysis.

Inventory & Analysis of Resources

The first step in developing a farm business program is to assess the young farmers assets and liabilities. The assets include:

1. Land
2. Machinery
3. Buildings
4. Livestock
5. Crops

6. Feed
7. Money in checking account
8. Savings
9. Bonds
10. Notes receivable
11. Cash value of life insurance
12. Household furniture
13. Food
14. Fuels

Liabilities include:

1. Accounts payable
2. Notes payable
3. Mortgages payable
4. Liens

After the young farmers' resources have been listed and net worth determined, the young farmer is in a position to think seriously of the future. This will enable them to identify many opportunities.

The teacher will need to assist the young farmers, analyze their resources to compare them with resources that are considered a minimum for success based on farm analysis records obtained from farms of similar size and type in the community. For example, the number of cows and their minimum production for efficient and profitable operation. Also, the percent of land in high return crops as

The instructor is helping the young farmer family make a mid-year feed check and checking the accuracy of an entry (new tractor) in the depreciation schedule. These individualized on-farm instructions help insure complete and accurate farm records.

well as the kind and amount of machinery and other resources. This type of information may be discussed at group meetings of young farmers.

Determining the Member's Needs and Opportunities

The farming needs and opportunities of the young farmer should be identified and listed. The customary practice is to list the problems and weaknesses first. Ask such questions as: What are some of the obstacles hindering the young farmer's progress in farming? What are the most important needs? How can those needs best be met? Examine each heading on the survey form to make sure that the difficulties of each resource area are enumerated and discussed. In like manner note the young farmers opportunities in farming. The teacher can be especially helpful in pointing out opportunities and alternative choices that the young farmer may have overlooked as possible solutions to their problems.

Setting the Individual, Family and Farm Business Goals

The young farmers' goals form the base upon which their farming programs are developed. The constitute an impelling force representing their interests, needs, and desires initially, goals are planned with the teacher's help and take into account all the member's resources as well as their farming opportunities and available markets, economic trends, credit, and other factors. The goals should be developed by using a standard form as shown in figure (2) and appendix B & C. Specifically, they are the things the young farmer hopes to accomplish.

Usually they are listed as long and short range goals.

Life is too short, farming success too fragile to cruise around aimlessly. To get somewhere, you've got to know where you're going, and you've got to know how to get there.

Establishing goals is not a simple task. Time and effort spent on this pay big dividends.

Planning family and farm goals isn't all roses. Naturally, differences of opinion develop. The wife may have a new house or remodeled kitchen—high on her list, while the husband may disagree. Farm planning also involves parents and sons planning ahead. Farm transfer is including someone else in the farming operation. Goals are not necessarily monetary. They should be social, community responsibility, family, church, and education. To enable the young farmers to live a full-happy and meaningful life. The plan should not only reflect their goals but should also include progressive steps for attaining them.

Planning is a continuous process but a lot of planning is done upon completion of the analysis of the farm records. This gives the young farmer a reason on which to base his decisions. During the year the plans might be adjusted many times due to a certain set of circumstances but the adjustments are made with additional knowledge on the part of the manager.

Long-Term plan—Usually the young farmers determine their long-range plans first. These plans include their major goals or objectives for the first five or more years. The initial farming status of some young farmers may require only a simple

Figure 2

Young Farmer Goals

In setting up goals the following points should be recognized:

1. All family members should contribute.
2. Recognize both individual and family values.
3. Recognize that there are both individual and family goals.
4. Recognize both long- and short-term goals.
5. Select goals in terms of available resources.
6. Competition among goals is normal and desirable.
7. Goals should be modified as resources change.

	SHORT TERM GOALS	LONG TERM GOALS
INDIVIDUAL Young Farmer		
FAMILY		
BUSINESS		

A profitable business or employment is the key to fulfillment of the entire family's goals.

listing of his major goals together with carefully planned ways and means for accomplishing them.

Short-Term plan—The annual farming plans for members in a minor farming status may range from a list of a few specific objectives with ways and means of attaining them to a complete annual farm-and-home plan for young farmers who operate their own farms. The annual plan should include specific step-by-step procedures for accomplishing the goals included in the long-range plan.

Annual plans are usually more specific than long-range plans in such areas as (1) agricultural practices, (2) production goals, (3) credit sources, (4) budget and (5) cash flow.

Keeping Farm Records

Why keep farm accounts? Because you want to:

A. Analyze your farm business
   1. To know your farm earnings.
   2. To observe your financial progress.
   3. To find which enterprises are the most profitable.
   4. To know where to make improvements.

B. Make farm and family plans.

C. Make out an income tax return.

D. Preserve information about your business for future reference.

E. Have financial information readily available when obtaining credit.

What type of record book should you have the young farmer use? They will need to use one designed for a record book analysis that will help the young farmer analyze his farm business. See item #7 (Farm and ranch record analysis).

Class Instruction

All class instruction has as its basis the goals of the young farmers and/or their families.

Classes are held monthly and usually begin in the fall and are held throughout the year. The primary emphasis is on business management instructions as follows:

1st year ---------- Keeping Farm Records
2nd year ---------- Farm Record Analysis
3rd year ---------- Farm Planning & Reorganizing
Beyond 3rd year ---------- Advanced farm and ranch management.

Instruction in farm business management is based upon a definite plan of instruction. Each program is organized around the following ideas.

1. There are specific enrollees in each class; enrollment is limited.
2. Specific units of instruction are part of each course.
3. The courses are offered in a definite sequence.

4. There is continuity between courses leading toward the accomplishment of farm business and family goals.

The regular instruction in farm management principles is often supplemented by special classes in farm mechanics, crops and soils, and livestock management.

Using applied farm management principles, instructors help young farmers discover the strengths and weaknesses of their farms. The weaknesses can be minimized, allowing the farm family to make progress toward its established business and family goals.

Individualized On-Farm Instruction

Regular individualized on-farm instruction to each young farmer family at their farm business is the most effective instruction. The teacher has a major responsibility to visit the members and to provide individualized on-farm instruction on a regular basis. The number of visits will vary with the extent of the member's farming program and problems, but one to three visits should be provided on a quarterly basis. The individualized on-farm instruction should have a well-defined purpose.

The purpose should correlate with:

A. The progression of the young farmer through their family and farm business goals.

B. Interpretation of the computerized record analysis.

C. The seasonality of various farm tasks.

D. Completeness of records.

E. In sequence with previous class discussions.

The most effective instruction received by the young farmer usually occurs on the supervised individualized on-farm instruction. The instructor must have a sincere desire to help the young farmer and the farm family improve their ability to make sound farm and family decisions.

Farm and Ranch Record Analysis

The farm and ranch record analysis serves beautifully to keep us on the road, evaluate our past progress, patch up distressed areas, and a sound basis on which to make decisions for our future success.

The farm analysis is a vital part of the program. Up to date records are kept of all business transactions and important family expenditures. At the close of each business year, the records are analyzed to determine the strengths and weaknesses of the farm business and can then be used as an educational tool to make decisions. However, the decisions become more reliable if you have several years of record analysis upon which to make your decisions.

By early spring a summary report is compiled for the farm management areas of each state. Records in each area are averaged into categories of average, high- and low-income farms. Each young farmer can then compare its own figures with those of its particular area.

The Farm and Ranch record analysis is a *complete* and *valid* educational tool that can be used as a solid basis on which to make farm management decisions.

These valid decisions will enable each young farmer and/or family to make progress towards fulfilling their business and family goals; including increased farm income and to advance in farming.

The teacher is helping the young farmer family interpret and evaluate their computerized record analysis in order to enable them to make valid management decisions.

Chapter VII. Utilizing a Young Farmer Education Association

Identifying the Needs

Successful young farmer programs have provided a wide range of group experiences for the members and have helped them solve their farm problems. These programs have shown that young farmers need, appreciate, and enjoy the following group experiences:

1. Participating in group discussions, demonstrations, and other types of self-expression.
2. Developing leadership abilities in:
   a. Conducting meetings.
   b. Serving as an officer.
   c. Serving on important committees.
   d. Conducting elections.
   e. Using parliamentary procedures.
3. Participating directly and democratically in the affairs of the group.
4. Functioning as an organized group.
5. Assuming responsibility for group functions.
6. Being recognized for achievements.
7. Participating in community service projects.
8. Participating in social and recreational activities as time permits.
9. Participating in tours, field trips, conventions and workshops.
10. Gaining status and recognition in a farm organization.
11. Cooperating with other persons, groups, and organizations.
12. Participating in contests, fairs, and agricultural events.

Providing Group Participation

How best to provide members with the group experiences they want and need is a decision that each young farmer class should make. These experiences cannot be provided by the teacher alone since they concern the relationships of the members to one another and to the group as a whole. Obviously the class will need to be organized as a group to obtain these values. The type of organization also will vary depending upon the wishes of members and the amount of time they have available to participate in the activities.

Several state associations provide leadership training for their state and local chapter officers.

Values of an Organization—An organization of young farmers serves as an instrument for holding the group together and for coordinating the various parts of the young farmer program. It helps to maintain the members' interest, promote group loyalty, and stimulate enthusiasm in education and farming. The organization helps to keep the young farmer program alive and insures its continuity from year to year. Also, it provides the opportunities needed by the members to practice and develop their leadership potentialities. Such training and experience will enable them to assume dominant roles in leadership and policy determination in established farm and community organizations when the opportunity arises.

An organization makes the teacher's work with young farmers more effective and relieves him of many minor details and responsibilities. The teacher-member relationship is strengthened and the enrollment and attendance problems are minimized when such matters are made a responsibility of the group. An organization also gives the group identity, provides appropriate awards and recognition to members for outstanding achievements, and serves as a source of much favorable publicity.

Types of Organizations—The following are some of the types of local organizations that in the past have grown out of young farmer programs.

1. Informal Organizations—An informal organization of the class meets the group needs of young farmers effectively in many schools. The procedure in this type of organization is to have a temporary planning committee or young farmer council of three to seven members work with the teacher in recruiting and developing an instruction program. This council may elect from its membership a temporary chairman, a secretary, and other officers as necessary. These temporary officers may preside at the first two or three meetings or until the group has

adopted an appropriate set of guiding principles or a plan of operation and has elected a permanent set of officers and council members for the year.

The informal organization is characterized by the simplicity of its operations, the local scope of its influence, its dependency upon the teacher, and the correlation of its activities with the instructional program. The group recognized that the primary purpose of the organization is the maintenance of class instruction. The organization's activities are of secondary importance but definitely contribute to the total program. The teacher is recognized as being responsible for providing the instruction and the members cooperate by assisting him with it. The group's officers may open and close each class session, and the group may hold a short business session before or following the instructional period. They meet approximately 12 to 20 times a year with an instructional period of at least 90 minutes each time. In addition, two to five special meetings may be held each year which are devoted almost exclusively to social, recreational, or organizational activities.

2. Formal Organizations—Young farmer organizations of the formal type often begin informally. As membership increases, the tendency is to devote more time to organization and group activities. Formal organizations customarily meet once each month to deal with current problems. The officers have charge of the meetings. A part of the program is devoted to organization activities and a part to instruction. A few meetings are devoted to social and recreational activities. During the slack farming seasons additional meetings are held which deal with members' specific problems. The formal organization, compared with the informal, is characterized by a comprehensive constitution and by-laws, a variety of committees, a greater number of meetings each year, and a more elaborate program of activities. Also the officers and members assume more responsibility for conducting the group meetings. The teacher is responsible primarily for coordinating instruction and serving as advisor. The formal organization usually affiliates with the State Young Farmer Association.

Organization Practices—The young farmer organization should operate within a framework of practices that will safeguard the educational aspects of the young farmer program as well as protect the school system, the teacher, and the members. These practices or policies may be incorporated in the organization's constitution and by-laws. (See Appendix D & E) They should include such areas of operation as the following:

1. *Membership*—Membership in the organization should be restricted to those young farmers who are regularly enrolled in the local young farmer class, but belonging to the organization should not be a requirement for enrollment in the class.
2. *Dues*—Organization dues may be established on a voluntary basis. However, non-payment of dues must not bar a member from attending any of the educational meetings.
3. *Financing*—Fund-raising activities of the young farmer group should conform to the local school's official policies.
4. *Name*—The class may wish to select a name for their organization. The name "Young Farmer Education Association" is the one most commonly adopted.

5. *Advisor*—The advisor of the local organization will be a local teacher of vocational agriculture who gives the young farmer instruction or is responsible for coordinating instruction.

Selecting Appropriate Group Activities

After a young farmer class has been organized, it should develop a program of organizational activities which it intends to accomplish during the year. This program will be an addition to the instructional program discussed in Chapter V. The organization's activities should provide participating experiences which the members want and need. These activities also should enable the members to accomplish appropriate group and community objectives similar to those referred to in Chapter IV.

Procedure—Some groups assign responsibility for planning and annual activity program to the same committee which develops the instruction program. Other groups select a special committee which may function separately but with full knowledge of both the instruction program and the previously established objectives. The planning committee has a duty to select activities which they think appropriate. These activities should be calendared according to seasonal sequence, members' interest, and other important factors.

Final approval of the activities program should be given by the school administrator and the membership before it is duplicated, distributed, and placed in operation. The program may be attached to the annual calendar of instruction and distributed at the same time. Important events requiring the use of major public education facilities often are placed on the school's official calendar.

In some states, agribusiness companies sponsor an awards program for recognizing their members.

Content—Many successful young farmer groups prefer to select a few worthwhile activities and do them well rather than to schedule so many activities that some may never be completed. Most young farmer group activities may be classified under six specific divisions. These divisions and examples of appropriate activities under each follow:

1. Education
   a. Assist the teacher with the promotion of the young farmer program.
   b. Encourage members to participate in community educational meetings.
   c. Conduct a tour of selected farms in the area.
   d. Prepare and televise one or more educational programs to show new agricultural practices studied and applied during the year.
   e. Visit the State Experiment Station.
   f. Encourage members to develop a personal file of needed agricultural references.
   g. Participate in state and district Young Farmer activities— State tours, State convention and district meetings.
2. Leadership
   a. Have members participate in meetings of an organized group.
   b. Have a parliamentary procedure demonstration team.
   c. Provide each member an opportunity to serve on a committee.
   d. Attend Leadership Training Workshop.
3. Cooperation
   a. Encourage members to participate in farm groups of their choice.
   b. Visit a farmer cooperative serving the area.
   c. Encourage participation in established farmer cooperatives.
   d. Maintain a file of information about farms for rent and for sale.
   e. Visit a local school during National Education Week.
   f. Work with the FFA
4. Service
   a. Participate in county and State fairs.
   b. Assist in organizing a community improvement project.
   c. Conduct farm safety campaign.
   d. Help establish a local market for agriculture.
   e. Assist the FFA chapter— scholarships, judging contests and tours.
5. Social and Recreational
   a. Hold a family party.
   b. Have a picnic.

A State Young Farmer tour is a popular event since it provides the members an opportunity to visit first hand young farmers farms.

c. Play a basketball or baseball game.

d. Provide refreshments at class meetings.

e. Hold a fish fry or other joint activities with neighboring young farmer groups.

6. Public Relations

a. Recognize and present awards to members for outstanding accomplishments in farming.

b. Hold annual achievement banquet to highlight year's activities.

c. Invite senior FFA members to attend the annual achievement banquet or some other appropriate event.

d. Have one news article each month in local paper.

e. Prepare and televise one or more programs to develop an understanding of the young farmer work.

f. Set aside a week of the year for State Young Farmer Week.

A program of activities for a young farmer association should be planned using a practical form similar to the following one:

Some state associations have been successful in establishing a State Young Farmer Week, for the purposes of informing the public about Young Farmer activities.

Organizing and Conducting State Associations

States with organized young farmer associations have experienced profound growth and participation in young farmer educational programs as a result of formal State associations.

Group experiences have been provided very effectively through State young farmer associations. The members of the school's young farmer class organize on the local level as prescribed by their local constitution which conforms with the principles of the State constitution.

Sponsorship—State sponsorship is normally provided by the vocational agriculture section of the State supervisory agency. A State young farmer association must have the assistance and support of the State officials in order to function properly. The State advisor and executive secretary are usually designated by the State agency from its vocational agriculture State staff. In some cases the State agency may designate a member of the teacher training staff of one of its schools of higher education to serve as the executive secretary or as a member of the State executive committee.

Description—State young farmer associations are non-profit and non-political. They are an integral part of the adult vocational program offered by the vocational

agriculture departments in the public schools. Many of them have auxiliary organizations for the farm wives called Young Farm Wives Associations, Young Homemakers or similar designation. The wives may be members of the young farmer association and may not have a separate association. Some State young farmer association are incorporated under the laws of their respective States.

Purposes—The State association is operated by and for young farmers to enhance and coordinate local associations. The State young farmer association is not intended to replace existing farm organizations but rather to strengthen them. The strength of the State association is based upon active, well conducted programs in local associations; therefore, its main purpose is to serve the local association.

Other purposes of a State young farmer association are:

1. Provide a broader range of educational activities through State farm tours, conventions and workshops, newsletters, officers leadership conferences, etc.
2. Make educational aids available and coordinate statewide functions for local associations.
3. Provide more coordination and a wider exchange of ideas between members.
4. Increase opportunities for leadership development.
5. Provide a greater range of cooperation with agricultural business and industry, farm organizations, and other associations.
6. Enable more meaningful participation on the national level.
7. Make award programs functional on the State level.
8. Strengthen the public relations program and provide opportunity for greater understanding between producer and consumer.
9. Provide strength for education in agriculture through greater numbers of people unified for a good cause. In unity there is strength.

Operation—State associations operate in a similar manner over the Nation. Characteristics of their operations are:

1. Associations are guided by a constitution and bylaws developed by the executive committee and approved by the delegates.
2. State officers represent all areas of the State and are elected by the delegates. Executive committee meetings are normally held quarterly.
3. Dues are set by the delegates usually at the annual convention.
4. Each state has a state emblem and selected State colors.
5. Members must be enrolled in and attend educational meetings of the local school program. A minimum of 8 to 10 members are normally required for an active local association; however, 15 to 20 make for a more representative and effective group.
6. Memberships are of three kinds: active, associate, and honorary. Age

limits for active membership are specified in most states with a maximum of 35 to 40 years of age. Students enrolled in high school are not eligible for membership.

7. A statewide newsletter is sent to each member.
8. Local associations are encouraged to hold meetings at least monthly.
9. Resource people are used for part of the instruction.
10. State reimbursement is available for instruction. Rates and methods of reimbursement vary among the States.
11. School administrators are consulted and involved in the program. An advisory council is encouraged.
12. Charters are issued from the State headquarters upon receipt of membership lists, a local constitution, a planned annual program, and dues. Membership cards are sent to the members. Annual reports and summaries for the year are required.
13. Farm wives and families participate in the program of activities.
14. Community service by members and the association is a part of the planned program.
15. The local program is reviewed and assessed annually. The assessment is usually done by the administration, young farmer representatives and an advisory council.

Membership cards assist in identifying members of the Young Farm Wives

ACTIVITY PLANNED	GOALS	STEPS	BEGIN	DATE OF COMPLETION	RESULTS
1. Conduct weed control demonstrations.	a. Help members with problems. b. Answer questions about new sprays.	a. Provide series on chemical sprays. b. Obtain help from local cooperative ag chemical spec. for application and eradication of noxious weeds. c. Tour test areas on July 1, following meeting.	March meeting	July	a. Found new spray to be very effective. b. Decided to try more sprays next year on other crops.
2. Buying and selling on the market.	a. Provide members with an understanding of how the "futures" work. b. Provide members with pros and cons of future buying or selling and what to look for in economic trends.	a. Secure a marketing spec. to present information. b. Set up a theoretical situation and keep a chart to see how members do with allocated paper money.	First of Year	June	a. Market is too unsteady to risk money.

The above worksheet should be planned out for the year and kept by the chairman. The information should be transferred to the vice-president's master work sheet. The committee chairman should see that a progress report is given to the vice-president once a month.

This type of form may also be used for planning the program for the State Association.

16. District activities support the state program in many states.

For the Women—Operation of the program for women is very similar to the operational procedures for men. States with a separate association for women normally receive an application for charter, membership lists, a local constitution, and an annual program of classwork and activities. State charters are issued along with membership cards as is done with the young farmer association.

National Institute—Although there is no national organization for young farmers and farm wives, a National Young Farmer Educational Institute is held annually in various locations over the United States. Many states have been participating in the institute. Each state with an organized state association is allowed two voting delegates in the operation of the National Young Farmer Educational Institute. Other states may have one voting delegate. The institute was first held in 1967 at Cleveland, Ohio.

Essential for Progress—In the organization of a local and state assciation, it seems advisable to consider the eight essentials of a good association. It would be well for each association to examine at least once a year its effectiveness as measured by these essentials:

1. Interested members and advisors
2. Young members each year
3. Capable officers and leaders
4. A challenging and well balanced program of work
5. Distributed responsibility shared by all members
6. A knowledge of the association on the part of every member
7. Adequate financing
8. A strong public relations program

No definite procedure on organizing state and local associations can be outlined which will fit every situation; however, well laid plans always are important.

CHAPTER VIII. Assessing Effectiveness of the Program

An annual assessment of the young farmer program by the teacher, school administrator, advisory council, state supervisor and young farmers is recommended. Such practice should lead to the discovery of the program's strengths and weaknesses and also lead constructively to its further development. Each State or local school may wish to establish its own list of evaluative criteria. To aid in their establishment the following set is given chiefly for illustrative purposes. It may be expanded to emphasize other important aspects of the program. The criteria listed here are based upon the philosophy and standards recommended in the preceding chapters.

Area	Standard	Evaluation		
		Noteworthy	Satisfactory	Needs Attention
1. Recognizing the need	1. The teacher and school administrators have a sympathetic understanding of the problems facing beginning farmers in their community. 2. The teacher and school administrator recognize that problems of young farmers can be solved by an instructional program.			
2. Developing a Program	1. The young farmer program is accepted as a school function, recognized by scheduling a portion of the teacher's time for it. 2. The teacher and school administrators are personally acquainted with their respective duties and responsibilities in developing an instruction program for young farmers. 3. The school's administration has secured the approval and support of the young farmer program from the advisory council, board of education, and other important groups in the community. 4. The teacher makes maximum use of the time available to him for working with young farmers. The teacher allows time for adequate preparation.			

Area	Standard	Evaluation		
		Noteworthy	Satisfactory	Needs Attention
3. Starting a Program	1. A list of young farmers in the community under 40 years of age is maintained in the vocational agriculture files at the school. 2. The teacher has accumulated pertinent data of each member. 3. The enrollment per teacher in the young farmer class is determined by state and local policies. 4. The teacher uses his advisory council, the young farmer committee, FFA members, and other leaders to help initiate the young farmer program.			
4. Planning the Instruction	1. Appropriate individual, group, and community objectives are developed by the young farmer class. 2. The instructional program is planned to continue over a period of several years with one or more meetings each month. 3. The instructional program is designed to meet the immediate needs of members of the group in helping them solve their current problems.			
4. Planning the Instruction (con't)	4. A committee of young farmers assists the teacher in developing the objectives and content of the instructional program.			
5. Conducting the Young Farmer Program	1. The instruction is provided by the teacher or is given under his coordination. 2. The teacher allows time for adequate preparation. 3. The teacher makes effective use of visual aids and resource persons. 4. The teaching procedure is informal, involving extensive member participation and discussion, leading to appropriate solutions of the problems considered. 5. The instructional time is long enough to permit effective teaching. 6. Small group instruction is provided for members whose problems are common to only a few.			

Area	Standard	Evaluation		
		Noteworthy	Satisfactory	Needs Attention
	7. Individual supervision, follow-up, and on-site instruction is provided by the teacher when the young farmer needs it most, with at least one visit during each calendar quarter.			
	8. The teacher maintains in his files a progress record folder for each member.			
6. Implementing the Management Program	1. The teacher assists each young farmer member to determine individual, farm and family business goals.			
	2. The teacher maintains a young farmer information file for use in instruction.			
	3. The teacher provides the members with needed encouragement, guidance and instruction.			
7. Utilizing a Young Farmer Assoc.	1. A wide range of group experiences is provided for the members.			
	2. The young farmer class is organized as an association and has in operation a planned program of activities in keeping with the local and state constitutions.			
	3. The teacher serves as advisor for the group's organization.			
	4. Young farmers must be enrolled for instruction in order to be members of the Young Farmer Association.			
	5. Local Young Farmer association participates in State Young Farmer Association activities.			
	6. Local young farmer association is represented at the National Young Farmer Educational Institute each year.			
	7. Local association has assisted in the establishment of other local or state associations.			

Area	Standard	Evaluation		
		Noteworthy	Satisfactory	Needs Attention
8. Accessing the Program	1. The teacher maintains all records and reports required by the school and the State Supervisor, including those on attendance, courses of instruction and individual progress in farming. 2. The teacher submits reports promptly when due. 3. Teacher assists the young farmer in reorganization based on the record analysis.			
9. Determining Progress in Establishment In Farming	1. The teacher annually assists the young farmer in appraising his progress in establishment in farming. 2. The teacher assists the young farmer to analyze the data received from the record book analysis. 3. The program is accessed and reviewed annually by members, advisory council, school administration and state supervisor.			

Appendix A

Explanation of Economic Contributions of Management Education

High-Lights of the Report

This research inquiry investigated the degree to which an *educational investment* is worthwhile *for farmers in pursuit of individual and family goals* and to the *community* in which such education is conducted. It examined the relationships among *costs, benefits,* and the *time scale* over which costs would be incurred and benefits derived. The *educational investment* was represented by an instructional program in farm business and resource management. Benefits were assessed by examining *3,518 business records* of farmers who were enrolled in farm business management education in vocational agriculture departments of Minnesota public schools from 1959–1965.

This inquiry was among the first, if not the first, to include a calculation of benefit-cost analysis of education for self-employed adults. A brief listing of its conclusions and implications follows:

1. In a *benefit-cost analysis* in which all direct and opportunity costs are calculated, and where all future benefits are discounted to present value, a *farmer can expect* to realize about four dollars of labor earnings for each dollar of investment in the educational programs described in this inquiry. This benefit cost *ratio of 4:1* does not include benefits or returns which are non-monetary.

2. In a benefit-cost analysis in which the benefits to the *community* are calculated as the aggregate rise in farm labor earnings and where the costs include the aggregate costs borne by the community, the benefit-cost ratio is approximately 2:1. This is an excessively conservative estimate since it does not include as benefits the increase in business activity which derives from expanded farm sales, nor does it include a community benefit which derives from an expanding tax base. A benefit-cost ratio which includes *farm sales* as a measure of *business activity is 9:1.* Inclusion or measures of increased tax base or other less tangible monetary benefits result in an even greater benefit-cost ratio.

3. An important aspect of the study was a determination of whether the educational investment demonstrated the economic phenomenon of a diminishing marginal return effect over a given time scale. A time scale of eight years, the arbitrary period over which all benefit-cost ratios were calculated, was used. In the *first three years of management* instruction, there were rapid gains in farm income which derived from the adaptation of *modern technology.* Diminishing marginal returns occurred as farmers reached practical ceilings to their capacity to employ technological

improvements on existing enterprise combinations. During the *fourth and fifth years of instruction,* farmers reorganized and reallocated their *productive resources* to revised enterprise combinations. From the *sixth to the eighth year* of instruction, *farm income increased sharply* and dramatically and continued to rise at a steady rate in the remaining two years reported in this study. The conclusions and implications from this information are that diminishing marginal return effects are observable in educational investments but that *these effects may also be manageable.*

4. With an instruction program in which the benefit-cost ratio is higher than 1, the plotted curve of marginal returns becomes, in effect, an expression of the psychological phenomenon known as the learning curve. The response to education curve accelerates rapidly, declines to a plateau and again rises sharply as continued educational investments are made. The response curves may be manageable since they depend upon the variables which affect the learning situation. Increasing the intensity of the initial three years of instruction and providing similar instruction in the years which follow may increase the initial response to educational investment and reduce the time span during which declines in response may occur.

5. This study, as with all similar inquiries involving benefit-cost analysis, sought to answer the following questions: Does it pay? For whom? Under what conditions? The results indicate that no agricultural community can afford to be without an educational input that will yield as high a return on the investment as is demonstrated in this analysis. As shown in Items 1 and 2 above, the return is high to both the individual participant, and to the community. But the conditions are rigorous; the return is based upon a highly-structured educational program. The educational program must be goal directed and the enrolled participants must have a high degree of "goals consciousness." This study was rigorous in its definition of a "well-organized" educational program.

Appendix B

REMEMBER THESE POINTS IN THINKING OF YOUR BUSINESS AND FAMILY GOALS

What you and/or your family wants is the motivation for good management of your home and business. To bring real satisfactions to you and your family and prevent frustrations over getting what everyone wants, it is important, to:

1. Get expression from everyone in the family. That's the reason for talking about wants and even sometimes writing them down. It's the simplest way to be sure there are no hidden desires and ambitions.
2. Get agreement of what things are most important. It makes for happier relationships among family members and is a method of teaching values to children. Goals based on values of the family will lead to greater satisfactions.
3. Recognize that there are both individual and family goals. John's desire to become a basketball star may be individual, while a vacation each year is a family goal. However, the individual goal becomes the family's when they decide to use family resources to make it possible.
4. Recognize both short term and long term goals. Some things can be done immediately while others (like a college education for the children) may be far in the future, but should be discussed now in order that steps may be taken towards reaching them.
5. Select goals in terms of available resources. Be realistic about what you have in thinking of your wants so the family will not be constantly unhappy and dissatisfied.
6. Competition between goals is normal and desirable. None of us can ever have all we want of everything. Competition helps us to decide what is most important and makes us work harder to use our resources efficiently.
7. Constantly modify goals as resources change or as the family is able to use resources more efficiently.

Appendix C

Rate Your Goals

Rank the following goals in terms of their importance to you. Put number 1 in front of the goal that is most important, number 2 after the next, etc.

_____ 1. To develop a road map for my business future.

_____ 2. To provide for improvements in the farm operation to increase income.

_____ 3. To obtain as much profit as possible from the farming operation.

_____ 4. To provide leisure time for self improvement and family recreation.

_____ 5. To provide future opportunities for family life.

_____ 6. To provide financial security in the form of a stable yearly income.

_____ 7. To provide for family health needs.

_____ 8. To provide a home environment that will meet the spiritual needs of family members.

_____ 9. To establish and maintain relationships with friends and neighbors.

_____10. To maintain the freedom and independence associated with farming.

_____11. To promote openess and communications within family and partnership.

List 5 specific things you wish to accomplish on the farm and in the home during the next 2–3 years.

1.

2.

3.

4.

5.

Appendix D

Sample Constitution and Bylaws for a State Young Farmers Association

Constitution

Section A: The name of this association shall be the _____ Young Farmers Association. Members are hereinafter referred to as _____ Young Farmers.

Section B: This association is formed for educational purposes with particular emphasis on agricultural education.

Article II—Organization

Section A: The _____ Young Farmers Association is an organization of young people who are interested in agriculture. It shall consist of local associations chartered by the State Association. District associations may be organized.

1. A local association shall be composed of members from one or more school districts.
2. District Associations: Local associations within a vocational agriculture teacher district may organize a district association. If a district association is organized, it shall consist of all local associations in the district.

Section B: The fiscal year for this association shall be _____ through _____.

Section C: Local associations may become and remain affiliated with the State Association by complying with the procedure outlined in the bylaws.

Article III—Membership

Section A: The membership of this association shall be of three kinds:
(1) Active
(2) Associate
(3) Honorary

Section B: Active Membership—
Any person not enrolled in high school and not over _____ years old is eligible to become an active member of the local association.

Section C: Associate Membership—
Associate membership is available to those who are ____ years of age or older. Dues and qualifications, other than age, shall be the same as for active membership. Associate members have all the rights and privileges of an active member except that they may not hold any office except that of advisor.

Section D: Honorary Membership—

Individuals who have made an outstanding contribution to the _____ Young Farmers Association, and to the general improvement of agricultural conditions, may be elected to honorary membership by a majority vote of the delegates present at any local or state convention.

Article IV—Officers

Section A: Local Officers: The officers of the local association shall be: President, vice-president, secretary, treasurer, and reporter. Other officers may be elected if desired. Officers shall be elected annually.

Section B: Officer Eligibility: Associate and honorary members shall not hold any office, except as advisor.

Section C: State Officers: Each vocational agriculture district in _____, having at least one active association, shalls elect one young farmer to serve as a state officer. State officers shall serve a term of two years. No state officer may serve more than one two-year term in succession. Each even numbered district shall elect one state officer in even numbered years to serve two years, and each odd numbered district shall elect one state officer in odd numbered years to serve two years. Each district shall determine how its district officer is selected. Districts shall be numbered as follows: Northwest—1; Northeast—2; Central—3; Southwest—4; South Central—5; and Southeast—6.

1. *President:* The assembled delegates at the state convention shall elect a president for a one year term. The president shall have served the previous year as a state officer. He may not succeed himself. Qualified officers desiring to be considered for president will be permitted to appear before the delegates.
2. *Vice Presidents:* The remaining officers shall be called vice-presidents. The officers shall select from the vice-president individuals to serve as 1st vice-president, secretary, treasurer, reporter and sentinel.
3. *Filling Vacancies:* If for any reason an office becomes vacant, the area from which the vacancy occurs shall select a replacement. The chapter in which the officer was a member, providing it is in good standing, shall designate someone to serve until such time as the district fills the vacancy.

Section D: Advisor (or Advisors):

1. *Local Advisors:* The local assocation shall elect an advisor (or advisors). The advisor (or advisors) shall be a teacher of vocational agriculture in a public school.
2. *State Advisor:* The Director of Agricultural Education, State Department of Education, _____ shall serve as state advisor.
3. *District Advisors:* District supervisors of vocational agriculture shall serve as district advisors of district associations.

Section E: Executive Secretary: The state advisor may appoint a staff member to serve as executive secretary to the State Association.

Article V—Executive Committee

Section A: Composition of the State Executive Committee: The state executive committee shall be composed of the state officers and the immediate past president.

Section B: Ex-Officio Members: Ex-Officio members of the executive committee shall be composed of the following:

1. The state advisor and executive secretary.
2. The president of the _____ Vocational Agriculture Teachers Association or a member of the _____ executive committee designated by him.
3. One district supervisor of vocational agriculture appointed annually by the state advisor.
4. Two staff members representing the teacher training department of agricultural education appointed annually by the state advisor after consultation with the department head.

Ex-Officio members shall not have the right to vote.

Section C: The executive committee shall conduct the business of the State Association, subject to such regulations, bylaws, and state programs of work as have been adopted by delegates.

Section D: A voting quorum for the executive committee shall consist of at least four voting members of the committee. A quorum must be present at any meeting at which business is transacted or a vote taken making recommendations to the association.

Section E: Regular meetings of the executive committee shall be held twice each year other than the convention meeting. The time and place shall be determined by the president and/or the advisor.

Article VI—Meetings

Section A: A convention of the _____ Young Farmers shall be held annually at a time and place to be determined by the state executive committee.

Section B: Each association may have two voting delegates to the state convention.

Section C: Parliamentary procedure at all meetings of this association shall be in accordance with Robert's Rules of Order.

Article VII—Dues

Section A: Annual membership dues in the State Association shall be set by voting delegates present at the convention.

Section B: The membership year shall be from _____ through _____.

Section C: The dues of any local association shall be fixed by the association executive committee, subject to approval of a majority vote of the active members of the association.

Article VIII—Emblem and Colors

Section A: The outline of the emblem shall be the

Section B: Emblems shall be uniform in all associations in the State.

Section C: The colors of the Young Farmers of _____ shall be corn gold and national blue.

Section D: The colors for local associations shall be the same as those adopted by the State Association.

Article IX—Amendments

Section A: Proposed amendemnts to the state constitution or bylaws must be submitted in writing by authorized representatives of a local association to the state executive committee, be reviewed by that committee, and, together with their recommendations, be submitted by them to delegates at state convention. Amendments to the state constitution or bylaws may be adopted at any state convention by a two-thirds vote of the delegates present.

Article X—Dissolution of Assets

In event of dissolution, assets of the association shall be turned over to the _____ _____ Future Farmers of America to be utilized exclusively for charitable or educational purposes or, if that organization is unable or unwilling to accept the assets at the time of the dissolution, the assets shall be otherwise utilized exclusively for charitable or educational purposes as determined by a majority vote of the delegates in session.

Bylaws

Article I—Duties of Officers

Section A: Presidents:

1. *State President:* It shall be the duty of the _____ Young Farmers president to preside at all meetings of the State Association of the _____ Young Farmers and to serve as chairman of the state executive committee. The president shall appoint all committees and may serve as an ex-officio member of these committees. He shall call a state convention each year at the time and place selected by the executive committee.
2. *Local or District President:* Local or district presidents shall perform the duties and have the responsibilities customarily delegated to presidents.

Section B: Vice-Presidents:

1. *State 1st Vice-President:* It shall be the duty of the state officer designated 1st vice-president to preside at all meetings of the association in the absence of the president and assist the president at all times in carrying on the work of the association.
2. *Local Vice-Presidents:* It shall be the duty of the local vice-presidents to perform the duties customarily assigned to vice-presidents.

Section C: Secretaries:

1. *State Secretary:* It shall be the duty of the state vice-president designated secretary to see that minutes of the State Association and executive committee meetings are kept, properly distributed, and permanently filed. He shall perform other duties normally pertaining to the office of secretary.
2. *Local Secretaries:* The local secretaries shall perform the duties normally

associated with the office of secretary and other duties as may be prescribed by their respective associations.

Section D: Treasurers:

1. *The State Treasurer:* The vice-president designated as state treasurer shall be responsible for the funds and assets of the State Association. He shall see that correct and complete books and records of accounts concerning all financial transactions of the State Association are maintained. He shall present to the State Association at the state convention an annual financial statement on the condition of the state treasury.
2. *Local Treasurer:* The local treasurers shall perform the duties of the office as prescribed by their respective associations.

Section E: Reporter: It shall be the duty of the reporters to report promptly and correctly items of local, state or national interest relating to Young Farmer work to radio, television, newspapers, and other publications.

Section F: Sentinel: It shall be the duty of the sentinel to set up the rooms for the state convention and assist in seating the delegates. He shall be responsible for all invocations at state meetings. He shall introduce guests or see that they are introduced at all state meetings of the association.

Section G: State Advisor:

1. It shall be the duty of the advisor to serve as an ex-officio member of the executive committee and all other committees. It is his duty to advise the officers and members of the association, executive committee, and other committees on matters of policy and on matters regarding the welfare of the association.
2. He shall advise and assist in setting up and carrying out the program of work and all other activities sponsored or participated in by the association.
3. The state advisor shall have authority to designate a member of the staff of vocational agriculture to serve as executive secretary of the State Association.
4. The state advisor shall see that all legal matters regarding the organization are in order.
5. The state advisor shall be responsible for maintaining a permanent record of the minutes of association and executive committee meetings, charters, membership and other business of a statewide nature.

Section H: Executive Secretary: The executive secretary shall serve as an ex-officio member of the executive committee and all other committees. He shall perform such duties as prescribed for him by the state advisor, or by the executive committee with the approval of the advisor.

The executive secretary, in general, shall carry out the details of the state program as directed by the state advisor and under his supervision and authority.

Section I: District Advisors: District advisors shall serve under supervision of the state advisor. They shall perform such duties as may be prescribed by him in promoting and carrying out Young Farmer programs in their respective districts.

Article II—Committees

Section A: The president of the _____ Young Farmers Association shall appoint all state committees annually. The committees shall include the auditing committee, program of work committee, and other committees as determined by the executive committee.

Section B: The auditing committee shall examine annually the books of the treasurer and report their findings to the delegate body assembled in state convention.

Section C: The program of work committee shall set up the objectives and goals of the State Association and suggest ways and means of attaining them.

Article III—Procedures

Section A: Issuing Charters to Associations: Local associations of the _____ Young Farmers shall apply to the state advisor for affiliation with the State Association. Such application shall be signed by the local Young Farmer Association president and secretary. An association must have a minimum of eight members to be eligible for a charter.

The following material must accompany the application for a charter:

1. A copy of the proposed constitution and bylaws.
2. A copy of the annual program of work.
3. A list of active and associate members.
4. Names and addresses of the local association officers.

A charter shall be granted by the state advisor provided the proposed constitution is not in conflict with the constitution of the _____ Young Farmers Association, and that it otherwise meets the standards established for the _____ Young Farmers. The charter will be signed by the state president, the state secretary, the executive secretary and the state advisor of the _____ Young Farmers Association.

The delegates to any state convention shall have the power to suspend association charters upon receipt of evidence of infringement on provisions of the state constitution.

Section B: Determining Standing of Associations:

A local or district association of Young farmers shall be considered in good standing with the _____ Young Farmers Association provided the following general conditions are met:

1. The local association constitution is not in conflict with the state constitution.
2. The activities of the association are in harmony with the purposes of the State Association.
3. All current reports are submitted to the state president as requested.
4. Membership dues are paid. (Minimum of eight members)

In the event a local association is not in good standing at the time of the opening of the state convention, the delegates in the convention shall have the

power, on the recommendation of the state executive committee, to withdraw or suspend its charter and refuse such local association official representation at the annual state convention. When, and if, such action is taken the members of the local association in question shall be denied the regular privileges of the association. By meeting the requirements of good standing, a local association may be reinstated by action of the state executive committee, not earlier than ten days after the close of the state convention during which it was not in good standing.

Section C: Determining Standing of Members:

A member is considered to be in good standing provided:

1. He attends meetings regularly. (Except members in military service)
2. He shows an interest and takes part in the affairs of the local association.
3. He pays dues regularly.

Article IV—Special Meetings

Section A: Special meetings of the state executive committee shall be held at such time and place as determined by the state president or advisor, or four voting members of the executive committee.

Section B: Special meetings of the State Association may be called at any time by the state president with the approval of the executive committee.

APPENDIX E

Sample Local Constitution

SAMPLE CONSTITUTION AND BYLAWS FOR A LOCAL YOUNG FARMERS ASSOCIATION

CONSTITUTION

Article I. Name

The name of this association shall be the _____ Young Farmers Association.

Article II. Purpose

This association is formed for educational purposes with particular emphasis on agricultural education.

Article III. Membership

Section A: The membership of this association shall be of three kinds:
(1) Active (2) Associate (3) Honorary

Section B: Active Membership —Any person interested in agriculture, not enrolled in high school, and not over 30 years of age, is eligible to become an active member.

Section C: Associate Membership —An active member, upon reaching the age of 40 years and payment of dues, may become an associate member. Others over 39 years of age may become associate members upon being invited to do so by the local association and payment of dues. Associate members shall have all the rights and privileges of an active member except that they may not hold any office except that of advisor.

Section D: Honorary Membership —Individual who have made an outstanding contribution to the Young Farmers Association, and to the general improvement of agricultural conditions, may be elected to honorary membership.

Article IV. Organization

Section A: The _____ Young Farmers Association shall be composed of members from the general area served by the _____ School District. Persons from other school districts may become members when invited to do so by this association.

Section B. The advisor of the _____ Association shall be a teacher of vocational agriculture in the school district named in Article I.

Section C: The fiscal year for this chapter shall be July 1 through June 30.

Article V. Officers

Section A: The officers in the _____ Young Farmers Association shall be as follows: President, vice-president, secretary, treasurer, reporter, sentinel and advisor. Officers, except the advisor, shall be elected annually.

Section B: A president may not hold the office two successive years.

Section C: If, for any reason, an office may become vacant, a new officer shall be elected as replacement.

Section D: Associate and honorary members shall not hold any office except that of advisor.

Article VI. Executive Committee

Section A: The executive committee shall be composed of the local association officers and the advisor. The president shall serve as chairman of the committee. The advisor shall be a nonvoting member.

Section B: The executive committee shall conduct the business of the local association subject to such regulations as may be approved through bylaws and as may be authorized by a vote of the members.

Section C: A voting quorum for the executive committee shall consist of at least three members.

Section D: Meetings of the executive committee may be called as needed by the chairman or the advisor.

Article VII. Meetings

Section A: Regular meetings may be held in accordance with the scheduled contained in the program of work approved by the association.

Section B: Special meetings may be called by the president or the advisor and may be held at time and place designated by the person calling the meeting.

Section C: The guide for conduct of meetings shall be Robert's Rules of Order.

Section D: A voting quorum shall be at least one-half the active membership.

Article VIII. Dues

Section A: Annual membership dues shall be set by a majority vote of the members.

Section B: The membership year shall be the same as the fiscal year.

Article IX. Emblem and Colors

The emblem and colors shall be the same as for the State Association.

Article X. Amendments

Section A: A proposed amendment to the _____ Young Farmers Association Constitution or Bylaws shall be made to the executive committee. The proposed amendment will be studied by the executive committee and submitted with their recommendations for a vote of the membership at a regular meeting.

Section B: Amendments may be adopted by a two-thirds vote of members present.

Article XI. Dissolution

In event of dissolution, assets of the association shall be turned over to the Future

Farmers of America to be utilized exclusively for charitable or educational purposes or, if that organization is unable or unwilling to accept the assets at the time of dissolution, the assets shall be otherwise utilized exclusively for charitable or educational purposes.

BYLAWS

Article I. Duties of Officers

Section A: President: It shall be the duty of the president to preside at all meetings and to serve as chairman of the executive committee. He may serve as ex-officio member of all committees. It shall also be the duty of the president to check on the work of the committees to see that they are functioning properly.

Section B: Vice-President: It shall be the duty of the vice-president to preside at all meetings of the association in the absence of the president and assist the president at all times in carrying on the work of the association.

Section C: Secretary: It shall be the duty of the secretary to keep minutes of the meetings of the association and of the exeuctive committee. He shall also keep a roster of the active, associate, and honorary members, carry on the correspondence of the association, and fulfill such other duties usually pertaining to that office.

Section D: Treasurer: The treasurer shall be responsible for the custody of all funds and other assets of the association. He shall keep correct and complete books and records of accounts concerning all financial transactions of the association. He shall present to the association an annual financial statement of the condition of the treasury. He shall countersign all checks with the advisor. The treasurer shall be responsible for supplying association fund information to the state office.

Section E: Reporter: It shall be the duty of the reporter to report promptly and correctly any item of local, state or national interest relating to the association to radio, television, newspapers and other publications.

Section F: Sentinel: It shall be the duty of the sentinel to set up the meeting room, greet guests, and see that they are introduced, and be responsible for clean up of the meeting room.

Section G: Advisor: It shall be the duty of the advisor to serve as ex-officio member of the executive committee and all other committees. It is his duty to advise the association, executive committee, and other committees on matters of policy and assist them in setting up and carrying out their programs. He shall advise the treasurer in collecting dues and shall countersign all checks. He shall conduct and/or be responsible for the instructional program.

Article II. Committees, Standing and Special

Section A: The president shall appoint such committees as are necessary to carry on the work of the association.

Section B: An auditing committee shall be appointed annually. The committee shall examine the books of the treasurer and report findings to the members at a regular meeting.

Article III. Procedure

Section A: All checks on the association shall be signed by the treasurer and countersigned by the advisor.

Section B: Active and associate members to be considered in good standing must meet the following conditions:

1. Attend meetings regularly (except members in military service).
2. Show an interest in and take part in the affairs of the association.
3. Pay dues regularly.

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